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ABSTRACT

This final report describes activities and achievements of a 4-year federally funded project to support a graduate level program at the University of Vermont to prepare educational specialists to serve students with Serious Emotional Disturbances (SED) and their families within their local public schools, homes and other community settings. The program is competency based and designed to accommodate part-time graduate students working in rural areas. Each student completes a total of 21 credits and participates in an intensive practicum focusing upon school-based and family-based intervention services. The project involved four components: (1) a project advisory council, (2) completed training of 28 students with seven still in the program, (3) provision of on-site support and technical assistance, and (4) evaluation. Program evaluation by students was overwhelmingly positive. Contains the following appendices: a list of Advisory Council members, course syllabi, course evaluation forms, and a listing of the project's activities and timelines. (DB)

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PREPARATION OF PERSONNEL FOR CAREERS IN SPECIAL EDUCATION: SERIOUS EMOTIONAL DISTURBANCE

Preparing Special Educators to Serve Students with Serious Emotional Disturbance and Provide Support for Their Families within Rural Vermont

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
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I. PROJECT SUMMARY

The purpose of this grant is to support a graduate level concentration within the Intensive Special Education Program, University of Vermont, to prepare educational specialists to serve students with serious emotional disturbance (SED) and their families within their local public schools, homes and other community settings. To maintain students with SED within their local public school requires a commitment to collaborative teaming, interagency coordination, family support and readily available expertise related to educating these students. This graduate concentration is a competency-based program designed to accommodate part-time graduate students working in rural areas. Each graduate student completes a total of 21 credits and participates in an intensive practica focusing upon school-based and family-based intervention services for students with serious emotional disturbance. All course work may be applied towards an M.Ed. degree or a Certificate of Advanced Study (C.A.S.) beyond the Master Degree.

The design of this project consists of four components: **1**) a **Project Advisory Council** to review goals, objectives, recruitment and selection strategies, course content and practica requirements; **2**) preparation of ten **graduate students** each year; **3**) providing **on-site support** and technical assistance to support the educational specialists-in-training; and **4**) implemention of an **evaluation plan** to access impact, level of competence, value, and satisfaction with the graduate program.

This report addresses project accomplishments from August 1, 1993 to July 31, 1997.

II. PROJECT ACCOMPLISHMENTS

A. Project Advisory Council

An Advisory Council was established consisting of parents, regular education teachers and administrators, local community members and business owners, school board members, and representatives from regional state agencies including mental health and social services (refer to Appendix A for Council membership for the four years of the grant cycle). During each year of the funding period, meetings were held bi-annually, in the Fall and Spring. Membership on the Advisory Council has not changed (see page 29 and 38 - 39 of approved application).

B. Recruitment and Preparation of Students

Students were recruited for the concentration in Vermont, regionally within New England, and nationally (see page 19 - 22 and 39 of approved application). During the four years of the grant cycle, four students completed the M.Ed. program/ EBD concentration, six students completed the C.A.S. program/ EBD concentration, and 18 students completed the 21 credit hours/ EBD concentration and were prepared to perform the role of educational specialist with students with emotional and behavioral disabilities in their local schools. Seven students are still participating in the EBD concentration towards a C.A.S. or M.Ed. Three students formally discontinued participation in the EBD concentration.

A total of 21 students enrolled in EDSP 200, Model Service Delivery and Interagency Collaboration for Students with Emotional and Behavioral

Disabilities (See Appendix B, see page 32 of approved application). Twenty-four students enrolled in EDSP 310 (See Appendix B, see page 33 of approved application), 20 students were in EDSP 311 (See Appendix B, see page 33 of approved application), 40 students were in the practicum course EDSP 386 (year 1 and/ or 2, See Appendix B, see page 34 of approved application), 24 students enrolled in EDSP 313, Advanced Behavioral Principles: Emotional and Behavioral Disabilities (See Appendix A, see page 33 of approved application) and 13 students were enrolled in EDSP 380, Assessment for Emotional and Behavioral Disabilities, which was offered in the third and fourth year of the grant cycle (See Appendix B). During the first two years of the grant cycle these courses were offered in the evenings, either for the Fall or Spring semester. During the last two years of the grant cycle, they were offered on Saturdays and continued through the Fall and Spring semesters. Students represented a diversity of backgrounds including: consulting special education teachers, regular educators, guidance counselors, instructional support persons, and administrators.

C. On-Site Support and Technical Assistance

Twenty-seven students at 24 schools in Vermont (see map and Table 1 on following pages for site locations) were provided with on-site support and technical assistance to: establish individual student planning teams, collaborate with other service providers, evaluate and design appropriate educational plans, design and implement affective curriculum and interventions, and support the families of students with emotional and behavioral disabilities (see Appendix B, EDSP 386).

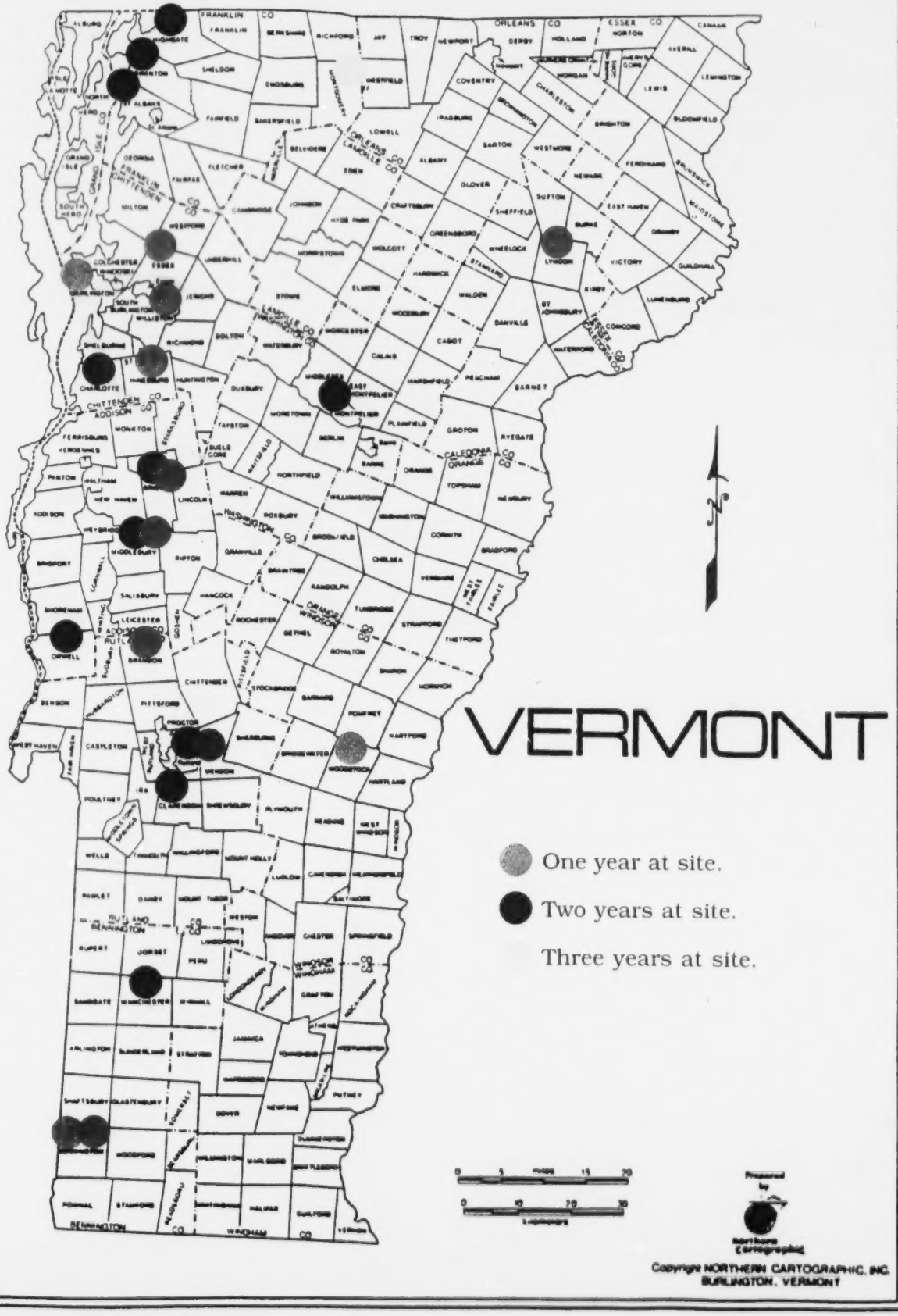

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Table 1

Practicum Sites

School Sites	# of Students
Bennington Schools (two)	1
Charlotte Central School *	1
Champlain Valley Union High School (Hinesburg)	1
Highgate Elementary School *	1
Lyndon Town School (Lyndonville)	1
Manchester Elementary School *	1
Middlebury Union High School *	1
Middlebury Union Middle School	1
Mill River Union High School (North Clarendon) *	1
Misisquoi Valley Union High School (Swanton) *	1
Montgomery Elementary School †	3
Montpelier High School *	1
Mt. Abraham Union High School/Bristol Elementary School*	1
Orwell Village School *	1
Otter Valley Union High School (Brandon)	1
St. Albans City Elementary School *	1
Rutland Senior High School	1
Vermont Achievement Center (Rutland) *	
Williston Central School	1
Woodside Correctional Center (Essex)	1
Woodstock Union Jr./Sr. High School	1
WMCA (child care center in Burlington)	1
Total of 24 School Sites	**27**

* Two years at site. † Three years at site.

D. Evaluation Plan

Students who were enrolled in EDSP 310, EDSP 311, EDSP 386, EDSP 380 EDSP 200, and EDSP 313 completed the University of Vermont's Instructor Evaluation Form and responded to Open Ended Questions. Students who were enrolled in EDSP 310, EDSP 311, EDSP 386, EDSP 380 EDSP 200, and EDSP 313 completed the University of Vermont's Instructor Evaluation Form and responded to Open Ended Questions (See Appendix C). Overall, ratings of the courses within the concentration were positive. Specifically, see Table 2, below, for ratings, and Table 3 on following pages for summary of responses to open ended questions.

Table 2

Students' Overall Ratings of Courses

Course	1993 - 1994	1994 - 1995	1995 - 1996	1996 - 1997
EDSP 200	High*	High	Mid	High
EDSP 310	Mid High	High	Mid High	High
EDSP 311	Mid High	Mid High	High	Mid High
EDSP 313		Mid	High	Mid High
EDSP 380			Mid High	Mid High
EDSP 386	High	High	Mid High	Mid High

*5 = High (Excellent) 4 = (Good) 3 = Mid (Satisfactory) 2 = (Fair) 1 = Low (Poor)

The Evaluation Team, including Department faculty (Dr. Fox, Dr. Hamilton, Dr. Welkowitz, Dr. Backus, & Dr. Williams), two representatives from participating practicum sites, and a graduate student met at the end of the Spring semester each year of the grant cycle to discuss evaluation data from the courses, Advisory Council, program curriculum and practicum modifications.

Table 3

Summary of Student Responses to Open-Ended Questions

Questions	EDSP 200	EDSP 310	EDSP 311	EDSP 313	EDSP 380	EDSP 386
What to you were the most beneficial aspects of this course?	Exposure to inter agency people, tap into various resources available, came away with helpful materials. Participation in Institute.	Professors, students, material that was covered. Applicable to "real life". Information about psychology. disabilities.	Valuable presentations by instructors and guest speakers. Hand-outs, role plays, range of materials.	Application to own teaching. Logical and clear expectations. Class discussions Essential information and strategies in classroom management.	Hands-on and Hand-outs. Knowledge of teacher and students. New methodology techniques and tests. Flexibility of Instructors.	Opportunity to discuss individual projects at different schools and get feedback. Instructor goes to school site.
What aspects of the course do you feel should be improved upon or deleted?	Practical applications.	Less research and more applications. Use of case studies as keystone to related readings. More information on observations and recording of data.	Give readings sooner. More practice with children implementing. More info. for middle and high school settings. More teachers from schools who use materials.	Make course 1 semester rather than full year. Too much whole group discussion. Limit to 1 project and 1 presentation.	Scheduling of courses makes for a long day. More information of Projective Testing.	Course closer to my school.

Table 3 - Continued

Summary of Student Responses to Open-Ended Questions

Questions	EDSP 200	EDSP 310	EDSP 311	EDSP 313	EDSP 380	EDSP 386
Do you feel that additional activities should be added to the course?	Simuations	No. The course materials were appropriate and varied. Applications for daily use in classroom. More activities.	More information on integrating affective curriculum into academics.	See other discipline systems demonstrated.	Hands-on activities. More practice taking and giving assessments.	No. Course was satisfactory as was.
Would you recommend this course to other students? Why?	Yes	Yes	Yes	Yes	Yes	Yes

All tasks delineated in the project timelines were accomplished on time.

E. Supplemental Information/ Changes

There are no significant changes in the planned model project tasks, activities or key personnel during the four years of the grant cycle.

APPENDIX A

C.A.S. / M.ED. Program Advisory Council Members

C.A.S./M.ED. PROGRAM ADVISORY COUNCIL MEMBERS

Parent/Advocates

Judy Sturtevant (Co-Chair)
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Judy Ouellette
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APPENDIX B

Course Syllabi

EDSP 310 Syllabus
Curriculum and Technology - Fall/Spring 1996/97

Saturdays *1:00 AM - 5:00 PM*
434 Waterman Building
Instructors: Ruth Hamilton (656-1131), Julie Welkowitz (656-1130),
Linda Backus (656-4605)

Course Requirements

1. Complete required **readings** for each class session.

2. **Attendance** at class sessions, with no more than one excused absence. An attendance sheet will be passed around during the first 5 minutes of class.

Points: 4 points/class **Total=40 points**

3. Based on the MAPS activity done in class, design an **individualized plan** for your participation in the M.Ed./C.A.S. (EBD concentration) graduate program. Specifically, indicate your goals for this program, how you would like to achieve them, and how you will know if you have met these goals (be specific). Also, take into consideration your areas of need (as delineated by the MAPs activity) and how you plan to address those needs that relate to your success in the program.

Date Due: October 12

Total Points = 10

Progress on Individual Goals (approximately one page): On at least 2 occassions throughout the year, you must record your progress on your personal goals as stated in your individualized plan.

Dates Due: January 11, June 7

Points: 5 points/update **Total Points= 10**

4. **Journal**: You will be required to record a journal entry each week. Entries must relate to some aspect of the topic that was either just taught that month or the upcoming class topic. Your entries can reflect your thoughts about the readings, applied observations, reactions to the lecture material, philosophical issues, practical concerns, reactions to the journal entries of others, issues related to your applied project, etc.

Date Due: Weekly (for a total of 30)
Points: 1 point/entry Total Points: 30

These journal entries must be sent each week, preferably by E-mail (E-mail addresses of instructors will be forthcoming). We will also set up a group E-mail address for those who would like to send their journal entries to the class as a whole for feedback (for those who do not desire to share their thoughts with the class as a whole, this is not required).

Note: If you do not already have an E-mail account, we can help you get one through UVM. If you do not have access to a computer with internet, we will provide you with self-addressed stamped envelopes to send your journal entries.

Note: Journal entries must be completed and sent each week. Credit will not be given for "back" journal entries.

5. **Socio-cultural paper** (approximately 5 pages). How do socio-cultural factors (e.g., gender, socio-economic status, cultural group, language, etc.) impact on the development of a specific child or adolescent disorder? Feel free to refer to personal experiences with students you have known or provided services to. Please use **APA format** whenever you are incorporating reference material.

Date Due: December 7

Total Points: 20

6. **Applied Project**: You will be required to design and implement a school and/or community based intervention/ prevention plan that relates to a specific disorder of childhood or adolescence. The timeline and specific assignments that relate to this project are as follows:

Select the disorder that you would like to focus on. Keep in mind that your presentation of this project will need to coincide with the date in which the topic is being taught.

Date Due: October 12

Project Proposal (approximately 3-5 pages): Submit a description of the project that you would like to implement and your rationale for doing so (i.e., why did you choose to take this approach, what evidence do you have that this will be effective, has this approach been tried and validated elsewhere, etc). **Refer to existing literature for the rationale**. Your plan can be specific to an individual, classroom-wide, school-wide or can focus on a particular sub-group (ie teachers, parents, administrators, students in theatre, etc). For example, if your topic was depression, some possibilities might include: formation of a school-based crisis team, a forum for faculty and parents on signs of depression, individualized student support plan, incorporating a unit on depression into your class curriculum, helping students to form a peer support

network, make a video, etc. The description **must** include a detailed timeline of activities.

Note: If you have selected to do an individual student support plan, make sure that you first get written parental consent (see instructor if you have questions on what should be included in the consent form).

Date Due: November 2

Total Points: 20

Project Updates: On at least one occassion, you must provide a summary of your progress to date on your applied project (see below for description of applied project). This should include a detailed description of activities completed, obstacles, changes in plan, etc. Feel free to provide other updates or ask questions as you go along. If desired, write your summary on the internet and address it to the class address so that your classmates can also provide their input and help problem-solve possible obstacles.

Date Due: must have submitted at least one update by **February 1** (but can do earlier)

Total Points: 10

Project Presentation (60 minutes): Your presentation must occur on the day in which that topic is being taught (see syllabus). The content should include the following: brief descriptive overview of the disorder, design of your project, rationale, impact of intervention. Feel free to be creative in your presentation (eg using audio-visual material, etc). Please leave ample time for class discussion and questions. If you have not completed your project by the date of your presentation, focus on the activities completed so far and the anticipated results.

Date Due: Variable, depending on topic

Total Points: 40

Final Progress Report (approximately 2 pages): This should include a final update or follow-up report regarding your intervention activities and your reflections on the process. Please submit any products that you developed as a result of this project (e.g., course curriculum, video-taped presentation, school policy changes, audio-taped interviews, etc.)

Date Due: May 3

Total Points: 20

Total Points: 200

Extra-credit: Periodically throughout the year, thought-provoking (we hope) questions posed by the instructors will appear on the group E-mail. Each time you respond/ react to one of these questions, you will receive bonus points. The amount of bonus points that each question is worth will be listed along with the question. If you do not have access to E-mail, we will make other arrangements for you to receive the questions. To get bonus credit, you must respond within 30 days of the date the question was entered on E-mail.

Late Policy: Assignments are due on the dates indicated above. **Points will be deducted for late submissions--one point will be deducted for each day that an assignment is late**. If you know in advance that you will be missing a class, you must send in your assignment so that it arrives before or on the day of the class. If you miss a class because of unforseen circumstances (i.e., illness, childcare dilemma, tornado, etc), then you need to contact the instructor to make arrangements for getting your assignments completed. If your work style is such that it is impossible for you to complete assignments by the stated dates, then you must contact the instructor within the **first week** to develop a revised plan.

Learning Objectives:

1. Recognition of basic values and cultural norms to be considered in educating students with EBD.
2. An understanding of standards for educating all students which support the education of students with EBD.
3. An understanding of best practices which support the education of students with EBD.
4. Formulation of a personal vision and philosophy which supports the education of students with EBD.
5. An understanding of the social and ethical considerations when determining eligibility for special education as EBD.
6. A basic understanding and recognition of the clinical presentation of the most common psychological disorders of children and adolescents.
7. A more in-depth knowledge of one child or adolescent clinical disorder, with respect to clinical presentation, assessment, prevention and treatment issues.
8. An ability to develop and implement an applied program to address issues realted to a specific clinical disorder of childhood or adolescence.
9. An understanding of the complex etiological nature of most psychological disorders of childhood and adolescence.

10. An ability to make an appropriate referral for assessment and treatment services based on a preliminary understanding of child and adolescent psychological disorders.

11. An understanding of the socio-cultural biases inherent in the classification system for child and adolescent psychological disorders.

12. An understanding of how socio-cultural factors relate to the development of child and adolescent disorders.

Required Reading:

Philosophy

Bacon, E., & Bloom, L. (1994). Don't Rat! The Kids. Journal of Emotional and Behavioral Problems, Spring, 8-10.

Brown, E., & Greenbaum, P. (1995). Reinstitutionalization After Discharge From Residential Mental Health Facilities: Competing risks survival analysis. A System of Care for Mental Health, 271-276.

Bruins, E., Burchard, J., & Yoe, J. (1995). Evaluating The Vermont System Of Care: Outcomes associated with community-based wraparound services. Journal of Child and Family Studies, in press.

Canfield, J., & Hansen, M. (1993). One at a Time. In Chicken Soup for the Mind, (pp. 22-23).

Dean, C. (1993). Strengthening Families. Journal of Emotional and Behavioral Problems, Winter, 8-11.

Forness, S., Davale, K., MacMillan, D., Asarnow, J., & Duncan, B. (1996). Early Detection and Prevention of Emotional or Behavioral Disorders: Developmental Aspects of Systems of Care. Behavioral Disorders, May, 226-240.

Friesen, B., & Wahlers, D. (1993). Respect And Real Help: Family support and children's mental health. Journal of Emotional and Behavioral Problems, Winter, 12-15.

Guetzloe, E. (1994). Risk, Resilience, And Protection. Journal of Emotional and Behavioral Problems, Summer, 2-5.

Juul, K. (1992). Reclaiming Youth World Wide. Journal of Emotional and Behavioral Problems, Summer, 41-43.

Lewis, T., Chard, D., Scott, T. (1994). Full Inclusion And The Education Of Children And Youth With Emotional And Behavioral Disorders. Behavioral Disorders, August, 277-293.

MacMillan, D., Gresham, F., & Forness, S. (1996). Full Inclusion: An Empirical Perspective. Behavioral Disorders, February, 145-159.

Meadows, N., Neel, R., Scott, C., Parker, G. (1994). Academic Performance, Social Competence, And Mainstream Accommodations: A look at mainstreamed and nonmainstreamed students with serious behavioral disorders. Behavioral Disorders, May, 170-180.

Mendler, A. (1994). Teaching Hard-To-Reach Youth. Journal of Emotional and Behavioral Problems, Summer, 23-24.

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Office of Special Education Programs (1994). Spring leadership conference executive report, May.

Olson, M. (1993). Five Ways Teachers Can Help Children From Single-Parent Families. Journal of Emotional and Behavioral Problems, Winter, 31-33.

Shapiro, J., Loeb, P., Bowermaster, D., Wright, A., Headden, S., & Toch, T. (1993). Separate And Unequal. U.S.News & World Report, December, 46-60.

Smelter, R., Rasch, B., Yudewitz, G. (1994). Thinking of Inclusion For All Special Needs Students? Better Think Again. Phi Delta Kappan, September, 35-38.

Optional:

Hamilton, R., Welkowitz, J., Topper, K., & Inatsuka, L. (1993). Perceptions Of Regular Educators Regarding Inclusion Of Students With Emotional Behavior Disorders. A System of Care for Children's Mental Health, 261-267.

Inatsuka, L., Hamilton, R., Welkowitz, J., & Topper, K. (1993). Perceptions Of Special Educators Regarding The Inclusion Of Students With Emotional Behavioral Disturbances. A System of Care for Children's Mental Health, 247-251.

Safran, S. (1995). Peers' Perceptions of Emotional and Behavioral Disorders: What Are Students Thinking? Journal of Emotional and Behavioral Disorders, April, 66-75.

Topper, K., Hamilton, R., Welkowitz, J., & Inatsuka, L. (1993). Perceptions Of Students Experiencing Emotional Behavioral Disorders And Their Peers Regarding Inclusive Classrooms. A System of Care for Children's Mental Health, 253-259.

Welkowitz, J., Hamilton, R., Topper, K., & Inatsuka, L. (1993). Perceptions Of Parents Regarding Their Involvement And Experience With Collaborative Education Teams For Students With Emotional Disorders. A System of Care for Children's Mental Health, 269-275.

Developing a Plan

Brendtro, L., & Ness, A. (1995). Fixing Flaws or Building Strengths. Reclaiming Children and Youth, Summer, 2-7.

Dunlap, G., & Childs, E. (1996). Intervention Research in Emotional and Behavioral Disorders: An Analysis of Studies from 1980-1993. Behavioral Disorders, February, 125-136.

Horner, R., O'Neill, & Flannery, K. (1993). Effective Behavior Support Plans. Chapter 6 in Instruction of students with severe disabilities, Merrill: New York, 184-214.

K. Topper, W. Williams, K. K. Leo, R. Hamilton, T. Fox (1994). Identify Student Supports. In A Positive Approach To Understanding And Addressing Challenging Behaviors: Supporting educators and families to include students with emotional and behavioral difficulties in regular education, (pp. 57-70), Burlington: University of Vermont.

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Reavis, G. (1993). The Animal School. In Chicken Soup for the Soul, J. Canfield & M. Hansen (Eds.), (pp. 95-96), Florida: Health Communications, Inc.

What is an Emotional and Behavioral Disorder? and DSM IV?

American Psychiatric Association (1994). Diagnostic Criteria From DSM-IV. Washington, DC.

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Forness, S., & Knitzer, J. (1992). A New Proposed Definition And Terminology To Replace "Serious Emotional Disturbance" In Individuals With Disabilities Education Act. School Psychology Review, 21 (1), 12-20.

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McConaughy, S. (1993). Vermont Guidelines For Identifying Students Experiencing Emotional-Behavioral Disabilities. Vermont Department of Education, October, 1-66.

Optional:

Nelson, C., Rutherford, R., Center, D., & Walker, H. (1991). Do Public Schools Have An Obligation to Serve Troubled Children and Youth. Exceptional Children, March/April, 406-415.

Skiba, R., & Grizzle, K. (1992). The Social Maladjustment Exclusion: Issues of definition and assessment. School Psychology Review, 20 (4),580-598.

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Slenkovich, J. (1988). The Seriously Emotionally Disturbed Definition. The Schools' Advocate, February, 3(2), 153-164.

Slenkovich, J. (1992). Can the Language "Social Maladjustment" in the SED Definition Be Ignored? School Psychology Review, 21 (1),21-22.

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Zeanah, C. (1996). Beyond Insecurity: A Reconceptualization of Attachment Disorders of Infancy. Journal of Consulting and Clinical Psychology, 64(1), 42-52.

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Socio-cultural Factors

The Impact of Gender:

Green, M.., Clopton, J., Pope A. (1996). Understanding gender differences in referral of children to mental health services. Journal of Emotional and Behavioral Disorders, 4(3), pp. 182-190.

Sadker, M. & Sadker, D. (1994). Failing At Fairness. How Our Schools Cheat Girls. New York: Simon & Schuster. (Chapts. 4, 5, & 8).

Harris, L., Blum, R., & Resnick, M. (1991). Teen Females In Minnesota: A portrait of quiet disturbance. Women, Girls & Psychotherapy: Reframing resistance. Haworth Press.

The Impact of Economic Factors:

Dodge, Pettit, & Bates. (1994). Socialization Mediators of the Relation Between Socioeconomic Status and Child Conduct Problems. Child Development, 65, pp. 649-665.

McLoyd, V., & Wilson, L. (1991). The Strain of Living Poor: Parenting, social support, and child mental health. In A. Huston (ed.) Children in poverty: child development and public policy (pp. 79-104).

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For additional interest:

Achenbach, T. et al (1989). Epidemiological Comparisons of Puerto Rican and US Mainland Children: Parent, Teacher, and Self-Reports. Journal of the American Academy of Child and Adolescent Psychiatry, 29 (1), pp. 84- 92.

Pervasive Developmental Disorders

Marcus, L.M., & Schopler, e. (1993). Pervasive developmental disorder. In T. Ollendick & M. Hersen (Eds), Handbook of child and adolescent assessment (pp. 346-363). Boston: Allyn & Bacon.

Provence, S., & Dahl, K. (1987). Disorders of atypical development: Diagnostic issues raised by a spectrum disorder. In D.J. Cohen & A. M. Donnellan (Eds),

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Handbook of autism and pervasive developmental disorders (pp. 677-689). NY: Wiley.

Schartz, S., & Johnson, J.H. (1985). Pervasive developmental disorders and schizophrenia. In Psychopathology of Childhood: A clinical-experimental approach. New York: Pergamon Press (pp 113-135).

Internalizing Disorders: Anxiety & Depression

DSM IV:

Separation Anxiety Disorder: pp. 110-113
Reactive Attachment Disorder: pp.116-117
Anxiety Disorders (adult and child): pp. 393-417; 432-436
Depression (adult and child): pp. 320-327; 329-345

Anxiety:

Silverman, W.K. & Ginsburg, G.S. (1996). Anxiety Disorders. In T. Ollendick & M. Hersen (Eds.), Handbook of Child Psychopathology (3rd Edition). New York: Plenum Press.

King, N., Ollendick, T., & Tonge, B. (1995). School Refusal: Assessment and Treatment (Chapter 1: Overview of School Refusal), Boston: Allyn & Bacon, pp. 1-25.

Depression and Suicide:

Weiner, I.B. (1992). Affective disorders. Psychological disturbance in adolescence (2nd ed.) (pp. 113-166). NY: Wiley.

Stern, L. (1991). Disavowing the self in female adolescence. Women and Therapy, 11 (3/4). 105-117.

Pipher, M. (1994). Reviving Ophelia. New York: Ballantine Books. (Chapt. 8: Within the Hurricane-Depression).

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For additional interest:

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Cessna, K. (1991). Depression and Sadness. Beyond Behavior, Vol 2 (4). pp. 16-18.

Weiner, I.B. (1992). Suicidal Behavior. Psychological disturbance in adolescence (2nd ed.) (pp. 113-166). NY: Wiley.

Cole-Detke, H. & Kobak, R. (1996). Attachment processes in eating disorder and depression. Journal of Consulting and Clinical Psychology , 64(2), pp. 282-290.

Externalizing Disorders (Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorde;r; Passive-Aggressive Personality)

DSM IV:

Attention Deficit and Disruptive Behavior Disorders: pp.78-94.
Passive-Aggressive Personality Disorder (adult): pp 733-735.

ADHD:

Greene, R. & Barkley, R. (1996). Attention Deficit Hyperactivity Disorder: Diagnostic, developmental, and conceptual issues. In M. Breen & C. Fiedler, Eds., Behavioral Approach to Assessment of Youth with Emotional/Behavioral Disorders. Austin Texas: Pro-Ed.

Thompson, A. (February, 1996). Attention Deficit Hyperactivity Disorder: A Parent's Perspective. Phi Delta Kappan, pp. 433-436.

Hancock, L. (March 18, 1996). Mother's little helper. Newsweek., pp. 51-56

Swanson, J. Cantwell, D. Lerner, M. McBurnett, K. Pfiffner, L. & Kotkin, R. (1992). Treatment of ADHD: Beyond Medication. Beyond Behavior, 4 (1), pp. 13-22.

Armstrong, T. (1996). A holistic approach to Attention Deficit Disorder. Educational Leadership, 53(5), pp. 34-36.

Oppositional Defiant Disorder:

Paez, P. & Hirsch, M. (1988). Oppositional disorder and elective mutism. In C. Kestenbaum & D. Williams, Handbook of clinical assessment of children and adolescents, Vol 2. New York: Columbia U. Press. Chapt. 37: 800-805 only.

Conduct Disorder:

Weiner, I.B. (1992). Delinquent Behavior. Psychological disturbance in adolescence (2nd ed.) (pp. 299-355). NY: Wiley.

Morrison, B. (1994), February 14). Letter from Liverpool: Children of circumstance. The New Yorker, 48-60.

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Lyons-Ruth, K. (1996). Attachment relationships among children with aggressive behavior problems: The role of disorganzied early attachment patterns. Journal of Consulting and Clinical Psychology 64(1), pp. 64-73.

Tolan, P., Guerra, N, Kendall, P. (1995). A developmental-ecological perspective on antisocial behavior in children and adolescents: towards a unified risk and intervention framework. Journal of Consulting aand Clinical Psychology . 63 (4). pp. 579-584.

For additional interest:

Long, N. (1995). Why adults strike back: Learned behavior or genetic code? Journal of Emotional and Behavioral Problems. 4(1), pp. 11-15.

Mendler, A. (1995). Classroom Counteraggression. Journal of Emotional and Behavioral Problems. 4(1), pp. 116-17.

Berry, C., Shaywitz, S., & Shaywitz, B. (1985). Girls with attention deficit disorder: A silent minority? A report on behavioral and cogntive characteristics. Pediatrics. 76 (5). pp. 801-808.

Fischer, M., Barkley, R., Fletcher, K., & Smallish, L. (1993). The adolescent outcome of hyperactive children: Predictors of psychiatric, academic, social, and emotional adjustment. Journal of the American Academy of Child and Adolescent Psychiatry. 32 (2). pp. 324-332.

Weiner, I.B. (1992). Substance Abuse. Psychological disturbance in adolescence (2nd ed.) (pp. 385-412). NY: Wiley.

Guevremont, D. & Dumas, M. (1994). Peer Relationship Problems and Disruptive Behavior Disorders. Journal of Emotional and Behavioral Disorders. 2(3). pp. 164-172.

Hultquist, A. (1995). Selective Mutism: Causes and Interventions. Journal of Emotional and Behavioral Disorders. 3 (2). 100-107).

Abuse/Neglect

Overview:

DSM IV:
Post-Traumatic Stress Disorder: pp 424-432.

Tower, C. (1992). The Role of Educators in The Prevention and Treatment of Child Abuse and Neglect (Users Manual Series).

Vermont State Law (1995). Reporting Abuse of Children. Chapter 49, Subchapter 2

Finkelhor, D. & Dziuba-Leatherman. (1994). Victimization of children. American Psychologist. 49 (3). pp. 173-183.

Snyder, J., Hampton, R., Newberger, E. (1983). Family Dysfunction: Violence, Neglect, and Sexual Misuse. In Levine, M., Carey, W., Croker, A., & Gross, R. Developmental Behavioral Pediatrics. Philadelphia, PA.: W.B. Sanders Co. Chapt. 14: 256-275.

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Sexual Abuse:

Child Assault Prevention. Child Development-Sex Information. Berkeley, CA: Training Center of Northern California.

Faller, K. (1993). Child Sexual Abuse: Interventions and Treatment Issues. (Users Manual Series). National Center on Child Abuse and Neglect. pp. 1-29.

Finkelhor, D. & Browne, A. (1985). The traumatic impact of child sexual abuse: A conceptualization. American Journal of Orthopsychiatry, 55, 530-541.

Juvenile Sexual Offenders:

Marquoit, J. & Dobbins, M. (1995). Do juvenile sexual offenders have strengths? Journal of Emotional and Behavioral Problems, 4(2), pp. 31-33.

Davis, G. & Leitenberg, H. (1987). Adolescent sex offenders. Psychological Bulletin, 101 (3), pp. 417-427.

General Issues:

Zigler, E. (1980). Controlling child abuse: Do we have the knowledge and/or the will? In G. Gerbner, C. Ross, E. Zigler, Child Abuse: An Agenda for Action. New York: Oxford U. Press. Chapt. 1: 3-32.

For additonal interest:

Toth, S. & Cicchetti, D. Patterns of relatedness, depressive symptomatology, & perceived competence in maltreated children. Journal of Consulting and Clinical Psychology 64(1), pp. 32-41.

Kendall-Tackett, K., Williams, L., Finkelhor, D. (1993). Impact of sexual abuse on children: A review and synthesis of recent empirical studies. Psychological Bulletin, 113 (1). pp. 164-180.

Will, K. (Summer 1994). The courage of their convictions: empowering voices of girls. Journal of Emotional and Behavior Problems, 3(2), pp. 46-47.

Loftus, E. (1993). The Reality of Repressed Memories. American Psychologist, 48(5), pp. 518-537.

Byrd, K; Gleaves, D.; Gold et al.; Olio,K.; Peterson, R. (1994) Comment (Responses to Loftus). American Psychologist, 49(5), 439-443.

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Eating Disorders

DSM IV:

Eating Disorders, pp. 539-550.

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Beumont, P. (1995). The clinical presentation of anorexia and bulimia nervosa. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press. (pp. 151-158).

Strober, M. (1986). Anorexia Nervosa: History and Psychological Concepts. In K. Brownell & J. Foreyt (Eds), Handbook of Eating Disorders. New York: Basic Books Inc., pp. 231-246.

Boskind-White, M. & White, W. (1986). Bulimarexia: A historical-sociocultural perspective. In K. Brownell & J. Foreyt (Eds), Handbook of Eating Disorders. New York: Basic Books Inc., pp. 353-366.

Wilfley, D & Rodin, J. (1995). Cultural influences on eating disorders. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 78-82.

Pipher, M. (1994). Reviving Ophelia. New York: Ballantine Books. (Chapt. 9: Worshiping the Gods of Thinness).

Schneider, K. (June 3, 1996). Mission impossible. People, pp. 65-74.

Polivy, J & Herman, C. (1995). Dieting and its relation to eating disorders. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 83-86.

Wilson, T. (1995). The controversy over dieting. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 87-92.

Andersen, A. Eating disorders in males. (1995). In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 177-182.

For Additional Interest:

Palmer, R. (1995). Sexual Abuse and Eating Disorders. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 230-233.

Cooper, P. (1995). Eating disorders and their relationship to mood and anxiety disorders. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 159-164.

Brownell, K. (1995). Eating disorders in athletes. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press, pp. 191-196.

Bouchard, C. (1995) Genetic influences on body shape weight and shape. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press. pp. 21-26.

Keesey, R. (1995). A self-point model of body weight regulation. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press. pp. 46-50.

Brownell, K. (1995). Effects of weight cycling on metabolism, health, and psychological factors. In Eating Disorders and Obesity, K. Brownell & C. Fairburn (Eds.). New York: Guilford Press. pp. 56-60)

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Streigel-Moore, R. (1995). A feminist perspective on the etiology of eating disorders. In Eating Disorders and Obesity. K. Brownell & C. Fairburn (Eds.). New York: Guilford Press. pp. 224-229.

Note: Other readings may be assigned prior to each class.

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Class Sessions:

September 7, - Overview of EDSP 310; MAPS with whole class; class goals and norms.
Instructors: Hamilton and Welkowitz

Homework for Next Class: Individual Goal & Plan;
Read all of the articles under "Philosophy" ; Select a specific disorder of childhood or adolescence for your applied project.

October 12, - Philosophy, values, standards in providing inclusive educational placements for students with EBD; Creating a caring environment; and collaborative teaming.
Instructor: Hamilton

Homework for Next Class: Applied Project Proposal; Complete readings listed under "Socio-cultural Factors."

November 2 - Socio-cultural factors that influence the development and classification of child and adolescent disorders.
Instructor: Welkowitz

Homework for Next Class: Socio-cultural Paper; Read all the articles listed under "What is an EBD?" and "Overview of DSM IV."

December 7 - Overview of DSM IV; What is EBD? Why is it a problem in schools? What is the state and Federal definition of EBD? How does eligibility for special education with an emotional and behavioral disorder differ from having a mental health issue?
Instructor: Hamilton

Homework for Next Class: Read all the articles and parts of the manual listed under "Developing A Plan."; complete progress note on personal goal plan

January 11- Key concepts in forming a plan: Communication of the Behavior, Plans that have prevention and teaching strategies, and a response plan. What are natural and logical consequences.
Instructor: Hamilton

Homework for Next Class: Complete Update on Applied Project; Read all the articles listed under "Internalizing Disorders"; Prepare for Class Presentation if relevant

February 1- Review of Internalizing Disorders (i.e., Anxiety, Depression); Class Presentations;
Instructor: Welkowitz

Homework for Next Class: Read all the articles listed under "Externalizing Disorders"; Prepare for Class Presentation if relevant

March 8- Review of Externalizing Disorders (i.e., Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorder, Passive-Aggressive Personality Disorder); Class Presentations
Instructor: Welkowitz

Homework for Next Class: Read all the articles listed under "Pervasive Developmental Disorders"; Prepare for Class Presentation if relevant

April 12- Pervasive developmental disorders (Autism, Rett's, Asperger's); Class Presentations
Instructor: Hamilton

Homework for Next Class: Read all the articles listed under "Abuse/Neglect"; prepare for class presentation if relevant; Summary of Applied Project/Final products

May 3 - Review of abuse and neglect issues; Class Presentations
Instructor: Welkowitz

Homework for Next Class: Read all the articles listed under "Eating Disorders"; prepare for class presentation if relevant; Complete progress note on personal goal plan.

June 7, - Review of Eating Disorders; Class Presentations; End of course evaluation
Instructors - Welkowitz

Snow Days: In the event of a major snow storm, the next listed snow day will be used following a class cancellation: January 18, March 1, April 19, May 31. All efforts will be made to contact you if there is going to be a cancellation. However, if you have not been contacted and there is some question as to the the weather, please call the instructor listed for the specific class or call the general UAP number (802-656-4031) for more information.

Grading:

Individual grades will be based on:

1. Attendance
2. Journal Entries
3. Individual goal plan and updates
4. Socio-cultural paper
5. Applied Project: proposal, mid-year progress report, presentation, final report
6. Extra-credit

EDSP 311 Syllabus
Curriculum and Technology
Fall '96 - Spring '97

Saturdays, 8:00 am - 12:00 PM
443 Waterman Building
Instructors: Ruth Hamilton, Ph.D. (656-1131), Julie Welkowitz Ph.D. (656-1130) & Linda Backus, Ph.D. (656-4604)

Course Requirements:

1. **Attendance** at class sessions, with no more than one excused absence. An attendance sheet will be passed around and collected during the first 15 minutes of class.

8 points per class **Total = 80 points** _____

2. **Presentation**: You will be required to do a one hour presentation on a specific curriculum/ school intervention from one of the following topics:

Topic Area	Presentation Date	X
1. Social Skills/Character Ed.	**October 19**	_____
2. Anger Control	**November 16**	_____
3. Bullies	**December 14**	_____
4. Mentorships	**January 25**	_____
5. Self Control	**February 15**	_____
6. Conflict Resolution	**March 15**	_____
7. Community Service Learning	**April 26**	_____
8. Drug/ Alcohol	**May 17**	_____

Select the Topic area that you would like to focus on. Keep in mind that your presentation will need to coincide with the date in which the topic is being covered.

Your presentation should have a descriptive overview of the topic area and include **3** of the following:

-Gender or socio-cultural issues
-Assessment issues
-Different possible curriculums for schools
-School-wide, classroom or individual plan for dealing with a student(s) with this need (include discussion of preventative measures)

Plus,

-Lead class discussion (should be at least 15 minutes; have discussion questions prepared in advance)

Due on date listed above **= 50 points** _____

7. Typed **reference list** from your presentation for the instructor and each student

Due on date of presentation **= 20 points** _____

8. **Final exam** on June 21, 1997.

= 50 points _____

Total Possible Points = 200 points _____

Grades

A+	194 - 200 points
A	187 - 193
A-	180 - 186
B+	173 - 179
B	166 - 172
B-	160 - 165
C+	153 - 159
C	146 - 152
C-	140 - 145
D+	133 - 139
D	126 - 132
D-	120 - 125
F	below 120

Learning Objectives:

1. Understanding of the Circle of Courage and its relevance to the needs of all students.

2. Ability to identify Anger Control curriculums or strategies which can be implemented in a regular school setting.

3. Ability to identify Self Esteem strategies which can be part of a student's individual plan in a regular school setting.

4. Ability to identify Self Management curriculums or strategies which can be implemented in a regular school setting.

5. Ability to identify Social Skills curriculums or strategies which can be implemented in a regular school setting.

6. Ability to identify Conflict Resolution curriculums or strategies which can be implemented in a regular school setting.

7. Ability to identify addiction, drug and alcohol issues and treatment approaches which can be implemented in a regular school setting.

8. Understanding of the use of mentorship supports and community service learning approaches in the regular school and community setting.

9. Understanding harassment in schools, ability to identify profiles of students who are either aggressors or victims, and knowledge of strategies to help victims prevent or respond to bullying.

Class Sessions:

September 21 - **Introduction to EDSP 311;** Review Syllabus and class responsibilities and format; **Overview of the Circle of Courage** and factors that contribute to positive **self-esteem**; One team's efforts to improve student self-esteem. Instructors: Julie Welkowitz, Huntington school team.

October 19 - Survey of **Social Skills curriculums** and approaches; Integrating social skills into the general academic curriculum and on a school-wide basis. Instructors: Julie Welkowitz and Jeffrey Smith (guidance counselor at Waterbury Elementary School).

November 16 - **Survey of Anger Control strategies** and approaches. Developing an anger control class within the secondary school setting. Instructors: Ruth Hamilton and May Morris (special educator).

December 14 - Putting Bullies Out of Business. Instructor: Linda Backus. An overview of the curriculum "**Bullyproofing Your School**", addressing harassment in schools, profiles of students who are either aggressors or victims, strategies to help victims prevent or respond to bullying.

January 25 - Survey of **Mentorship** programs. Instructors: Linda Backus and Melissa Hirsch (Chittenden County Chamber of Commerce).

February 15 - Survey of **self control strategies and programs** in the regular education setting. Instructors: Ruth Hamilton and Pat Messerle (Coordinator for Children's Mental Health, Counseling Service of Addison County).

March 15 - Survey of **Conflict Resolution programs** and strategies. Conflict resolution in social studies; **Survey of Peer Mediation** Programs; Starting a Peer Mediation Program in your school. Instructors: Linda Backus, Madeline Nash (guidance counselor at Swanton Elementary School).

April 1 - Survey of **community service learning programs** through the local public school. Instructors: Linda Backus and Jim Clapp, Montpelier High School.

May 17 - **Alcohol, Drugs and Addiction** problems in the regular education setting; prevention and treatment within the regular education environment. Instructors: Linda Backus and Karen Okun, Drug and Alcohol Counselor.

June 21 - Final exam. Instructor: Linda Backus

Readings September through December (January through June will be given out in December)

September 21: Promoting Positive Self-Esteem

Beane, J. (1991). Sorting out the self-esteem controversy. Educational Leadership, 25-30.

Brendtro, L. & Brokenleg., M. (Winter, 1993). Beyond the curriculum of control. Journal of Emotional and Behavioral Problems. 1(4), pp. 5-11.

Burger, J. (1994). Keys to survival: Highlights in resilience. The Journal of Emotional and Behavioral Problems, 3(2), pp. 6-10.

Canfield, J. (September 1990). Improving students' self-esteem. Educational Leadership, pp. 48-50.

Compas. B. (1993). Promoting positive mental health during adolescence. In Promoting the Health of Adolescents, S. Millstein, A. Petersen, E. Nightingale, Eds. New York: Oxford University Press.

Durlak, J. (1995). School-based Prevention Programs for Children and Adolescents (Chapter 2; Prevention of Behavioral and Social Problems.) Thousand Oaks: Sage Publications.

Guetzloe, E. (1994). Risk, reslience, and protection. Journal of Emotional and Behavioral Problems. 3(2), pp. 2-5.

Haynes, N.M. & Comer, J.P. (1993)The Yale School Development Program: Process, outcomes, and policy implications. Urban Education, 28 (2), 166-199.

Kunc, N. (1992). The need to belong. Rediscovering Maslow's hierarchy of needs. In Restructuring for Caring and Effective Schools, R. Villa, J. Thousand, W. Stainback, Eds. Baltimore: Paul Brookes. pp. 25-39.

Schaps, E. & Solomon, D. (1990). Schools and classrooms as caring communities. Educational Leadership, 38-42.

October 19: Social Skills Curriculums and Issues:

Required:

Social Skills Programs: General Issues and Descriptions

Elias, M. & Weissberg, R. (1990). School-based social competence promotion as a primary prevention strategy: A tale of two projects. In Protecting the Children: Strategies for Optimizing Emotional and Behavioral Development, R. Lorion, Ed. New York: Hawthorne Press.

Evans, T., Corsini, R., & Gazda, G. (1990). Individual education and the 4Rs. Educational Leadership, 52-55.

Kohn, A. (1990). The ABC's of Caring. Teacher Magazine, 52-58.

Goldstein, A. (1988). The Prepare Curriculum. Champaign, Ill.: Research Press, pgs 67-92.

Pray, B., Hall, C., & Markley, R. (1992). Social skills training: An analysis of social behaviors selected for individualized education programs. Remedial and Special Education, 13 (5), 43-49.

Walker, H. & Sylvester, R. (1991). Where is school along the path to prison. Educational Leadership, 14-16.

Weissberg, R. & Elias, M. (1993). Enhancing young people's social competence and health behavior: An important challenge for educators, scientists, policymakers, and funders. Applied and Preventive Psychology, 2, 179-190.

Optional:

Character Education:

Berreth, D. & Scherer, M. (1993). On transmitting values: A conversation with Amitai Etzioni. Educational Leadership, 12-15.

Brooks, D. & Kann, M. (1993). What makes character education programs work? Educational Leadership, 19-21.

Huffman, H. (1993). Character education without turmoil. Educational Leadership, 24-26.

Research-related articles:

Program-Related Research:

Ager, C. & Cole, C. (1991). A Review of Cognitive-Behavioral interventions for children and adolescents with behavioral disorders. Behavioral Disorders, 16 (4), 276-287.

Zaragoza, N., Vaughn, S. & McIntosh, R. (1991). Social skills interventions and children with behavior problems: A review. Behavioral Disorders, 16 (4), 260-275.

Factors Related to Social Status:

Coie, J. & Krehbiel, G. (1984). Effects of academic tutoring on the social status of low-achieving socially rejected children. Child Development, 55, 1465-1478.

Maag, J. Vasa, S. Kramer, J., Torrey, G. (1991) Teachers' perceptions of factors contributing to children's social status. Psychological Reports, 69, 831-836.

November 16: Anger Control

The Assist Program, Affective/Social Skills: instructional strategies and techniques. In Helping Kids Handle Anger, Sopris West: Colorado.

Brendtro, L. (1993). Furious Kids and Treatment Myths, The Journal of Emotional & Behavioral Problems, Spring, 2(1), 8-13.

Encountering Rage. In The Journal of Emotional & Behavioral Problems, Spring, 2(1), 3.

Goldstein, A. (1988). Anger Control Training. In The Prepare Curriculum, Research Press: Illinois, 247-274.

December 14: Bully-proofing

Garrity, C., Jens, K., Porter, W., Sager, N. & Short-Camilli, C. (1996). Bully-Proofing Your School: A comprehensive approach. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 5 (1), 35-39.

Hodges, E.V. & Perry, D.G. (1996). Victims of peer abuse: An overview. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 5 (1), 23-28.

Olweus, D. (1996). Bully/victim problems at school: Facts and effective intervention. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 5 (1), 15-22.

EDSP 311
January - June 1997

January 25: Mentoring

Lorentz, E. & Pascarelli, J. (1988). Mentoring: A Journey Not A Destination (Concept Paper Presented to the New York State Task Force on Mentoring). Purchase, NY: The Lorentz Laboratory for Collaborative Enterprise.

Typology of Mentoring Programs (chart). In R. Saito and D. Blyth (1992). Understanding Mentoring Relationships. Minneapolis, MN: Search Institute.

Henderson, N (Summer, 1996). The faces of resiliency. Resiliency In Action, pp. 29-30.

Henderson, N (Winter, 1996). The faces of resiliency. Resiliency In Action, pp.12-14.

Ferguson, R. & Snipes, J. (Summer, 1994). Outcomes of mentoring: Healthy identities for youth. Journal of Emotional and Behavioral Problems, 3(2), pp. 19-22.

LaPlant, L. & Zane, N. (1994). Partner learning systems. In J. Thousand, R. Villa & A. Nevin (Eds.), Creativity and Collaborative Learning. Baltimore, Md.: Paul Brookes Publishing Co., pp. 261-273.

Varenhost, B. (Fall 1992). Developing youth as resources to their peers. Journal of Emotional and Behavioral Problems, 1(3), pp. 10-13.

February 15: Self-control

Brigham, T., Hopper, C., Hill, B., De Armas, A., & Newsom, P. (1985). A self-management program for disruptive adolescents in the school: A clinical replication analysis. Behavior Therapy,16 , 99-115.

Graham, S., Harris, K., & Reid, R. (1992). Developing self-regulated learners. Focus on Exceptional Children, 2, 1-16.

Kendall, P., Padawer, B., & Braswell, L. Developing self-control in children: The manual, 179-208.

Lonnecker, C., Brady, M., McPherson, R., & Hawkins, J. (1994). Video self-modeling and cooperative classroom behavior in children

with learning and behavior problems: Training and generalization effects. Behavioral Disorders, 20 (1), 24-34.

Nelson, J., Smith, D., Young, R., & Dodd, J. (1991). A review of self-management outcome research conducted with students who exhibit behavioral disorders. Behavioral Disorders, 16 (3), 169-179.

Rosenbaum, M., & Drabman, R. (1979). Self-control training in the classroom: A review and critique. Journal of Applied Behavior Analysis, 12, 467-485.

March 15 - Conflict Resolution

Lantieri, L. (1995). Waging peace in our schools: Beginning with the children. Resiliency in Children and Youth, Spring Issue, pp. 26-29).

Likona, T. (1992). Teaching Children to Solve Conflicts (Chapter 15). Educating for Character: How our Schools Can Teach Respect and Responsibility. NY: Bantam Books.

April 1 - Survey of community service learning programs

Ioele, M. & Dolan, A. (1992). Teaching Courage: Service Learning at Pathway School. Journal of Emotional and Behavioral Problems, 20-23.

Points of Light Foundation (1995). Everyone Wins When Youth Serve: Building Agency/School Partnerships for Service Learning. Washington, DC.

What is Service Learning? Notes taken from WWW

May 17 - Alcohol, Drugs and Addiction

Durlak, J. (1995). Substance Use. (Chapter 3) in School Based Prevention Programs for Children and Adolescents. Thousand Oaks, CA: SAGE Publications.

McNamara, K. (1995). Best practices in substance abuse prevention programs. In A. Thomas & J. Grimes, Best Practices in School Psychology-III (Chapter 33). Washington, DC: National Association of School Psychologists.

Morgan, D. (1993). Substance use prevention and students with behavioral disorders: Guidelines for school professionals. Journal of Emotional and Behavioral Disorders, 1 (3), 170-178.

Vermont Agency of Human Services (1993). Vermont CARE Project Training Manual, Section IV: Intervention. Waterbury, VT.

EDSP 313
Syllabus
Analysis and Management of Behavior: EBD
Spring, 1996

Saturdays 1:00 - 5:00 PM
Instructors: Linda Backus (656-4604); Ruth Hamilton (656-1131), Julie Welkowitz (656-1130)

Course Requirements:

1 Complete required readings for each class session.

2 **Attendance** at class sessions with no more than one excused absence **20 Points**

3 **Participation in class discussion** on the previous class's readings. Each student will have the opportunity to facilitate a class discussion on the readings required for that class. **20 Points**

4 **Projects:** Each student will complete two projects during the semester. Students may choose to implement a classroom or a systems level strategy to prevent or address behavioral challenges. Each of the projects will require submission of a written outline and an oral presentation to the class.

(a) Written Structured Outline (2) Students will be asked to select a classroom or systems level strategy they would like to implement. The written portion of the project will include a proposal that includes the rationale for why they chose the strategy, objectives (what they hope to accomplish), background information and facts relevant to the problem they are trying to solve, literature related to the goal, a plan on how they are going to proceed and how they will measure progress. The second part includes a written summary of results and recommendations. Each written proposal/summary is worth 10 points.

20 Points

(b) Oral Presentations (2) Students will select two strategies they would like to implement for classroom or system level change. The oral presentation should include a brief overview, demonstration of the program/change and productst hat were created as part of the project. Videotapes may be used. Each presentation is worth 10 points.

20 Points

5. **Journal** Each week students will be asked to record their progress on their projects in a brief narrative (less than one page) This is weekly homework which will be checked on a monthly basis. The purpose of this assignment is to allow a more in-depth response to progress students are making on their projects. **20 Points**

Grading:

Grades will be based on the following points:

A	90-100
B	80- 89
C	70-79
D	60-69
F	Below 60

It is the student's responsibility to arrange for materials and information missed as a result of absence.

Learning Objectives:

1. Students will become familiar with proactive, preventative classroom management strategies to minimize disruptions and maximize learning and success for all students.

2. Students will be able to design, implement and monitor the effectiveness of various classroom management strategies.

3. Students will be able to demonstrate and model various classroom management strategies.

4. Students will have an understanding of various theoretical frameworks for classroom management consistent with the work of Brendtro, Glasser, Curwin, Mendler and Dreikurs.

5. Students will be knowledgeable about the basic components of the Responsive Classroom Model, Project Re-Ed and other models for classroom management.

6. Students will learn strategies for promoting effective teacher/student relationships and peer/peer relationships in the classroom.

7. Students will learn ways to promote internal motivation in students and decrease reliance on external control and motivation.

8. Students will be able to identify the underlying beliefs, main principles and strategies used in three models of discipline: Discipline

with Dignity, Cooperative Discipline, and Positive Classroom Discipline.

9. Students will be able to identify warning signs of suicide. Students will have a clear understanding of steps to take if they suspect a student is suicidal.

10. Students will understand the components and functions of a crisis management team.

11. Students will understand processes and procedures for effectively providing support to students, teachers and communities after a crisis.

12. Students will understand different approaches to challenging behaviors including Life Space Interviewing and Therapeutic Crisis Intervention.

13. Students will understand de-escalation strategies to diffuse potentially aggressive incidents.

14. Students will be aware of other resources available to them to intervene with potentially aggressive students.

Class Sessions: Class will be held on the following dates:

September 21, 1996
October 19
November 16
December 14
January 25, 1997
February 15
March 15
April 26
May 17
June 21

Topics to be Covered and Instructors:

September 21, 1996 - Introduction to the course and expectations; **Classroom Management I:** Historical and current perspectives, models that create positive learning environments for all students; understanding students' psychological needs; overview of the **Responsive Classroom Model** (Linda Backus)

October 19, 1996 - Classroom Management II: Establishing positive teacher/student relationships; creating positive peer relationships, gender equity, dealing with counter aggression;(Julie Welkowitz, Linda Backus)

November 16, 1996 - Discipline Models: Theoretical foundations underlying discipline models; Natural, arbitrary and logical consequences, developing codes of conduct, overview of Discipline w/Dignity; Cooperative Discipline, and Positive Classroom Discipline models (Ruth Hamilton)

December 14, 1996 - Enhancing students' **motivation** to learn; students' academic needs; individual learning styles; minimizing disruptive behavior by maximizing on-task behavior. (Linda Backus)

January 25, 1997 - Importance of teacher**/parent and community** relationships in preventing behavioral problems in classrooms (Linda Backus)

February 13, 1997 - Responding to behavioral crises: De-escalation strategies: Introduction to **Life-Space Intervention,** Introduction to Therapeutic Crisis Intervention (Ruth Hamilton, Linda Backus)

March 15, 1997 - Developing and teaching rules and procedures; logical consequences; and responding to violations of rules; **school-wide student management** programs (Linda Backus)

April 26, 1996 - Response to aggression and/or violence including De-escalation; Crisis Prevention Institute (CPI), NAPPI, SCIP. (Bill Keogh Linda Backus)

May 17, 1996 - Suicide prevention and response. (Linda Backus, and Suzanne Schmidt of First Call).

June 21, 1996 - Crisis prevention and management- prevention of crises and effectively coping with the aftermath of different types of crises (natural disaster, death, fire, etc.); (Steve Broer).

Required Readings:

Text:

Jones, V. & Jones, L. (1995). Comprehensive Classroom Management: Creating Positive Learning Environments for All Students. Needham Heights, MA: Allyn and Bacon.

Optional Text:

Grossman, H. (1995). Classroom Behavior Management in a Diverse Society. Mountain View, CA. Mayfield Publishing Company.

Session #1 - Overview of Classroom Management and Children's Psychological Needs

Jones, V. & Jones, L. (1995). Chapter 1, Classroom Management in Perspective; Chapter 2: Understanding Students' Basic Psychological Needs.

Sagor, R. (1996, September). Building resiliency in students. Educational Leadership, 38-43.

Session #2 -Importance of Relationships in Prevention

Jones, V. & Jones, L. (1995). Establishing Positive Teacher-Student Relationships (Chapter 3); Creating Positive Peer Relationships (Chapter 4).

Bailey, S. M. (1996, May) . Shortchanging girls and boys. Educational Leadership, 75-79.

Sadker, M. & D. (1994). Missing in interaction. Failing at fairness: How our schools cheat girls. (Chapter 3). NY: Simon and Shuster.

Summay, S. & Bunsen, T. (1996). Teaching educators to respect boundaries. Reclaiming Children and Youth (Winter), 47-50.

Kelley, E. & Michael, R. (1995). Beyond Counteraggression. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 4(1), 2-3.

Long, N. (1995). Why adults strike back. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 4 (1), 11-15.

Muscott, H.S. (1995). Techniques for avoiding counteraggressive responses. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 4 (1), 41-44.

Session #3 - Discipline Models

Albert, L. (1989). A Teacher's Guide to Cooperative Discipline: How to manage your classroom and promote self-esteem. Circle Pines, MN: American Guidance Service. (Introduction and Appendices).

Curwin, R. & Mendler, A. (1988). Discipline with Dignity. (Chapters 2-6, pp. 20-112). Association for Supervision and Curriculum Development.

Mendler, A. (1992). Principles of effective discipline (Chapter 2), and Effective classroom methods of discipline (Chapter 4) in What do I do when? How to achieve Discipline with Dignity in the classroom. Bloomington, IN: National Educational Service.

Session #4 -Enhancing students' motivation to learn:

Jones & Jones (1995). Chapter 6, pp. 163-218.

Jones & Jones (1995). Classroom Management Skills That Increase Learning, Developing Productive Student Behavior by Teaching Rules and Procedures (Chapters 7 & 8).

Clarke, S., Dunlap, G., Foster-Johnson, L., childs, K., Wilson, D. , White, R. Vera, A. (1995). Improving the conduct of students with behavioral disorders by incorporating student interests into curricular activities. Behavioral Disorders, 20 (4), 221-237.

Session #5 - Importance of teacher/parent and community relationships

Jones, V. & Jones, L. (1995). Chapter 5: Working with Parents

Davern, L. (1996). Listening to parents of children with disabilities. Educational Leadership, 53 (7), 61-63.

Dodd, A. W. (1996). Involving parents, avoiding gridlock. Educational Leadership, 53 (7), 44-47.

Fowler, R.C. & Corley, K.K. (1996) Linking families, building community. Educational Leadership, 53 (7), 24-26.

Fecser, F. & Selmen (1992). Crisis as opportunity: The double sucker punch. The Journal of Emotional and Behavioral Problems, 1 (1), 38-41.

Session #6 - Response to behavioral crises - Life Space Intervention

Holden, M.J. and Powers, J.L. (1993). Therapeutic Crisis Intervention. Journal of Emotional and Behavioral Problems, 2 (1), 49-53.

Long, N. & Gonsowski, R. (1994). Life space crisis intervention: A manipulation of body boundaries. Journal of Emotional and Behavioral Problems, 3 (1), 52-55.

Wood, M. & Long, N. (1991). A Guide to LSI Basics. (Chapter 5). in N.Long & M. Wood, Life Space Intervention: Talking with Children and Youth in Crisis. Austin, TX: Pro-Ed.

Wood, M. & Long, N. (1991). Crisis is a time for learning. (Chapter 1). in N.Long & M. Wood, Life Space Intervention: Talking with Children and Youth in Crisis. Austin, TX: Pro-Ed.

Session #7 - School-wide management programs/Rules and consequences

Brendtro, L. & Brokenleg, M. (1993). Beyond the Curriculum of Control. Journal of Emotional and Behavioral Problems, 1 (4), 5-11.

Charney, R., Clayton, M. & Wood, C. (1995). Teaching the Social Curriculum., Rules and Logical Consequences, in The Responsive Classroom. Greenfield, MA: Northeast Foundation for Children.

Jones & Jones (1995). Chapters 9 & 12: Responding to violations of rules and procedures and Schoolwide management programs.

Farner, C. (1996, Spring). Proactive alternatives to school suspension. Reclaiming Children and Youth, 47-51.

Tobin, T., Sugai, G. Colvin, G. (1996). Patterns in middle school discipline records. Journal of Emotional and Behavioral Disorders, 4 (2), 82-94.

Wager, B.R. (1993, December). No more suspension: Creating a shared ethical culture. Educational Leadership, 34-38.

Session #8 - Response to aggression, de-escalation, crisis prevention

Keogh, W. (1996). Behavioral Crises in schools: Some intervention strategies (Handout, UAP of Vermont).

Lalemand, K. & Brown, J. (1988). NAPPI: Non-Abusive physical and psychological intervention. Handbook of Hospital and Security., pp. 165-183.

Wyka, G. (1987). Nonviolent Crisis Intervention: A practical Approach for Managing Violent Behavior. Brookfield WI: National Crisis Prevention Institute.

Session #9 - Suicide Prevention

Dean, H. (1988). Report of the Lieutenant Governor's Task Force on Youth Suicide Prevention in Vermont. Montpelier, VT: Office of the Governor.

Miller, D. (1994). Suicidal behavior of adolescents with behavior disorders and their peers without disabilities. Behavior Disorders, 20 (1), 61-68.

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings - Understanding the Myths and Risk Factors.

Session #10 - Crisis Teams and Aftermath

Pitcher, G.D. & Poland, S. Crisis Intervention in the Schools. (Chapters 3 & Appendix A). NY: Guilford Press.

Watson, R. (1995). A guide to violence prevention. Educational Leadership, 52 (5), 57-59.

Optional reading:

Fecser, (1993) A model Re-Ed Classroom for Troubled Students, Journal of Emotional and Behavior Problems, 1, (4),

Cambone, J. (1994). Braided Curriculum, Journal of Emotional and Behavioral Problems. EPB

Mendler, A. (1994). Behavior Management in the Inclusive Classroom, Journal of Emotional and Behavioral Problems , Fall issue, 59-60..

EDSP 380 Syllabus
Assessment for Emotional & Behavioral Disorders - Fall/Spring 1996/97

Saturdays 1:00 - 5:00 PM (Fall-Spring)
443 Waterman Building
Instructors: Ruth Hamilton (656-1131), Julie Welkowitz (656-1130), & Linda Backus (656-4605)

Course Requirements: *One grade (1 point for a 5 point assignment; 2 points for a 10 point assignment) will be automatically deducted for each month an assignment is over due.*

1. Complete required readings for each class session.

2. **Attendance** at class sessions (See Class Schedule), with no more than one excused (medical or weather) absence. If absent, make arrangements to video the class.

7 points per class **Total = 70 points**

3. Due: **October 12**
   Design a **consent form** **5 points**

4. Complete/ score **assessment measures** for each of the assigned class sessions

Due:

a.	**Nov. 2**	Strength-Based Assessment	**5 points**
b.	**Dec. 7**	Achenbach: CBCL or TRF or YSR	**10 points**
c.	**Jan. 11**	Student-Assisted Functional Assessment	**10 points**
d.	**March 8**	Child Depression Inventory (CDI)	**10 points**
e.	**April 12**	Conners	**10 points**
f.	**May 3**	Vineland Adaptive Behavior Scale &	**10 points**
		Social Skills Assessment	**10 points**
g.	**June 7**	Family Assessment	**10 points**

5. Due: **Feb. 1**
   Design **self-monitoring plan/ tool**, and **10 points**

   Complete **3** observations- **Functional Observation Tool**. **10 points**

6. Due: **June 7**
   Final exam **30 points**

TOTAL POSSIBLE POINTS = **200 points**

Grades

A+	194 - 200 points
A	187 - 193
A-	180 - 186
B+	173 - 179
B	166 - 172
B-	160 - 165
C+	153 - 159
C	146 - 152
C-	140 - 145
D+	133 - 139
D	126 - 132
D-	120 - 125
F	below 120

Learning Objectives:

1. A general understanding of the issues involved in consent and confidentiality.

2. An understandning of how psychological assessment relates to the special education comprehensive evaluation process

3 An understanding of the factors to consider when making a referral for psychological testing or assessment.

4. An understanding of parental rights and due process provisions surrounding testing, educational plannning, and access to records.

5. A general understanding of and an ability to think critically about the ethical issues involved in assessment and to employ those ethical standards.

6. An ability to do at least three different types of observations.

7. An ability to set up a self-monitoring system for a student.

8. An understanding of functional assessment measures: when they should be used, who needs to be involved, and outcomes.

9. An understanding of the adaptive behavior construct.

10. An ability administer and score an adaptive behavior measure for the home and school environments.

11. A knowledge of the different ways of assessing social skills; strengths and weaknesses of each.

12. An ability to administer and score a social skills checklist.

13. An understanding of the concept of coping skills and how to assess them in children.

14. Practice in conducting a coping skills based interview and an ability to know how to discuss coping with children and what questions to ask.,

15. To gain a general knowledge of the multifaceted approach to assessing depression in

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16. An ability to administer and score the BDI and CDI and understand the results.and a knowledge of what they measure.

17. A knowledge of when and why to use the BDI and CDI and the Reynolds scale as well as what referral questions to ask.

18. An ability to administer and score the Harter Self Perception Profile and the Piers- Harris.and understand the results, as well as knowing when to use them.

19. Familiarity with family systems theory and Hill's ABCX theory of family adaptation

20. To gain familiarity with family measures derived from theories, and to determine which are useful in developing support plans for students (including measures of family functioning, needs, empowermentk, social support and coping.

21. To understand the characteristics of family-centered and strength-based approaches to families

22. To be able to identify formal and informal social supports for families

23. To demonstrate an understanding of collaborative goal setting using assessment information to determine priorities

Class Sessions:

September 7, - Introduction & Overview of course; Consent & confidentiality; Overview of Assessment, Diagnostic and procedural issues
Instructors: Welkowitz, Hamilton

Homework for Next Class: Complete all the readings listed under "Ethical, legal, diagnostic, & procedural issues"

Develop a **consent form**.

October 12, - Ethical and legal issues, parental rights , issues in developing a Comprehensive Evaluation, and how to develop referral questions.

Instructors: Backus

Homework for Next Class: Read articles listed under "Global behavioral checklists, integration of assessment information & cultural issues in assessment"

Administer **Strength-based measure.**

November 2, - Global behavioral checklists , Integration of assessment information & Cultural issues in assessment
Instructor: Welkowitz

Homework for Dec. 7, Class: Read all the articles and manual listed under "Functional Assessment."

Administer & score the **CBCL, TRF or YSR** form of the **Achenbach Behavior Checklists.** Write a brief **summary** of your findings.

December 7, - What is a functional assessment? What kinds of information are gathered and who needs to be involved.
Instructor: Hamilton

Homework for Jan. 11, Class: Read all the articles listed under "Observing and Self-Monitoring."

Administer **Student-Assisted Functional Assessment Interview** and generate **2 hypotheses**.

January 11, - Why is it important to observe? What can self-monitoring accomplish?
Instructor: Hamilton

Homework due Feb. 1, Class: Read articles listed under "Internalizing and Eating Disorders."

Design **Self-monitoring plan & tool.**

Using the **Functional Observation Tool**, complete 3 separate observation sessions (for minimum of 15 mins. per observation session). Observations can be done in school, (i.e., class, recess, lunch), the community or home.

February 1, - Description of measures for Internalizing Disorders
Instructors: Welkowitz

Homework due March 1, Class: Read articles under "Externalizing Disorders."

Administer and score the **Child Depression Inventory.** Write a brief **summary** of your findings.

March 8, - Description of measures for Externalizing Disorders (e.g., ADHD, Self-control, conduct, opposition)
Instructor: Welkowitz

Homework due for April 12, Class: Read articles listed under "Social, adaptive and coping skills."

Administer and score the **Conners**. Write a brief **summary** of your findings.

April 12, - Description of social skills checklists; adaptive behavior measures and coping skills measures
Instructor: Hamilton

Homework due for May 3, Class: Read articles listed under "Projective Tests and Family Environment."

Administer and score **Vineland Adaptive Behavior Scale: Survey Form.**
Administer and score **Social Skills Assessment.**

May 3, - Description of Projective tests and measures for the Family Environment.
Instructor: Welkowitz & Backus

Homework for June 7, Class: Administer and score **Family assessment measures.**

June 7, - Final exam and class evaluation.
Instructor: Welkowitz

TEXT: T. Ollendick & M. Hersen (Eds.), Handbook of Child and Adolescent Assessment. Boston: Allyn/Bacon.

Required Readings:

Ethical, legal, diagnostic and procedural issues in assessment

Diagnostic and Procedural Issues:

Stanger, C. (1996). Behavioral Assessment: An Overview. In M. Breen and C. Fiedler , Behavioral Approach to Assessment of Youth With Emotional Behavioral Disorders (Chapter 1), pp. 3-21. Austin, TX :Pro-Ed..

Breen, M., Eckert, T. & DuPaul, G. (1996). Interpreting Child-Behavior Questionnaires. In M. Breen and C.Fiedler , Behavioral Approach to Assessment of Youth With Emotional Behavioral Disorders (Chapter 5), pp. 225- 241. Austin, TX :Pro-Ed.

• Placentini, J. (1993). Checklists and Rating Scales. In T. Ollendick & M. Hersen (Eds.), Handbook of Child and Adolescent Assessment (Chapter 7; pp. 84-86). Boston: Allyn/Bacon. (for an additional review of reliability and validity)

• Yule, W. (1993). Developmental Considerations In Child Assessment. In T. Ollendick & M. Hersen (Eds.), Handbook of Child and Adolescent Assessment (Chapter 2; pp. 15-25). Boston: Allyn/Bacon.

Legal and Ethical Issues:

Fiedler, C. & Prasse, D. (1996). Legal and ethical issues in the educational assessment and programming for youth with emotional or behavioral disorders. In M. Breen and C.Fiedler , Behavioral Approach to Assessment of Youth With Emotional Behavioral Disorders (Chapter 2), pp. 23-80. Austin, TX :Pro-Ed.

Hartshorne, T.S. & Boomer, L.W. (1993). Privacy of school records: What every special education teacher should know. Teaching exceptional children (Summer issue).

Kaufman, J.M. (1984). Saving children in the age of big brother: Moral and ethical issues in the identification of deviance. Proceedings of the Midwest Symposium for leadership in behavioral disorders (pp. 60-70). Kansas City, MO.

Keith-Spiegel, P. & Koocher, G.P. (1985). Psychological assessment: Testing tribulations. In Ethics in Psychology: Professional Standards and Cases. (Chapter 4). New York: Lawrence Erlbaum.

• Koocher, G.P. (1993). Ethical issues in the psychological assessment of children. In T.H. Ollendeck & M. Hersen, Handbook of child and adolescent assessment (Chapter 5). Boston: Allyn and Bacon.

• Orvaschel, H., Ambrosini, P., & Rabinovich, H. (1993). Diagnostic issues in child assessment. In T.H. Ollendeck & M. Hersen, Handbook of child and adolescent assessment (Chapter 3). Boston: Allyn and Bacon.

Wodrich, D.L. & Kush, S.A. (1990). Making a referral. In Children's Psychological Testing: A guide for nonpsychologists. (Chapter 2). Baltimore, Paul H. Brookes.

Handouts:

Vt. Department of Education: Special Education Regulations
Special Education Forms: Evaluation Plan and Report
Special Education Process as of 7/1/95 (Chart)
Notice and Consent for Evaluation
Evaluation Plan and Report Directions
Educational Records and Confidentiality
Confidentiality of Personally Identifiable Information
Parental Rights

Global Behavioral Checklists, Integrating Assessment Information, Socio-cultural Issues

Global Behavioral Checklists:

Required:

Breen, M. (1996). Parent, Teacher, and Youth -Completed Child-Behavior Questionnaires. In M. Breen and C.Fiedler , Behavioral Approach to Assessment of Youth With Emotional Behavioral Disorders (Chapter 6, pp. 243-287). Austin, TX :Pro-Ed.

McConaughy, S. Evaluating Behavioral and Emotional Disorders with the CBCL, TRF and YSR Cross-Informant Scales. Journal of Emotional and Behavioral Disorders, 1(1), pp. 40-52. *(Has good case study of how the information from these measures relates to special ed eligibility).

Achenbach, T. (1991). Integrative Guide for the 1991 CBCL/4-18, YSR and TRF Profiles, (Chapters 2, 3, 4). Burlington, VT: University of Vermont Department of Psychiatry.

Optional: For more information and case exs. of the relationship between assessment information and special ed. eligibility:

Huberty, T. (1996). Integrating interviews, observations, questionnaires & test data: relationships among assessment, placement & intervention. In M. Breen and C.Fiedler , Behavioral Approach to Assessment of Youth With Emotional Behavioral Disorders (Chapter 13, Section on Case Studies, pp. 665-674). Austin, TX :Pro-Ed.

McConaughy, S. & Achenbach, T. (1989). Empirically Based Assessment of School Learning and Behavior Problems. In M. Roberts & E. Walker (Eds.), Casebook of child & pediatric psychology (pp. 37-70). New York: Guildford Press.

McConaughy, S. & Ritter, D. (1995). Best Practices In Multidimensional Assessment of Emotional or Behavioral Disorders In A Thomas and J. Grimes (Eds.), Best practices in school psycholog III, Washington, DC: National Association of School Psychologists.

Socio-cultural Issues:

Required:

Reynolds, C. & Richmond, B. (1978). Journal of Abnormal Child Psychology, 6(2), pp. 271-280. [For information about norms and other psychometrics on the Revised- Children's Manifest Anxiety Scale]

Externalizing Disorders (Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), & Conduct Disorder (CD)):

Required:

* Rapport, M. (1993) Attention Deficit Hyperactivity Disorder. In T. Ollendick & M. Hersen (Eds.), Handbook of Child and Adolescent Assessment, pp. 269-291.

Maag, J. & Reid, R. (1994). Attention-Deficit Hyperactivity Disorder: A Functional Approach to Assessment and Treatment. Behavioral Disorders, 20(1), pp. 5-23.

Armstrong, T. (1996). ADD: Does ir really exist? Phi Delta Kappan, pp. 424-428.

* Kazdin, A. (1993). Conduct Disorder. In T. Ollendick & M. Hersen (Eds.), Handbook of Child and Adolescent Assessment, pp. 292-310.

Conners, K. (19). Conners' Rating Scales Manual . Ontario, Canada: Multi-Health Systems.

Optional:

Goyette, C. Conners, C., & Ulrich, R. (1978). Normative data on revised Conners Parent and Teacher Rating Scales. Journal of Abnormal Child Psychology, 6(2), pp. 221-236.

Erford, B. (1995). Reliability and validity of the Conners Teacher Rating Scale-28. Diagnostique 21(1), pp. 19-28.

Social Skills, Adaptive Behavior and Coping:

Becker, R.E., & Heimberg, R.G. (1988). Assessment of Social Skills, In Behavioral Assessment: A practical handbook. New York: Pergamon Press, (pp 365-387).

Goldstein, A.P., Sprafkin, R.P., Gershaw, N.J., & Klein, P. (1980). Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills. Champaign, IL: Research Press, (pp. 25-50).

Gresham, F., & Elliott, S. (1990). Social Skills Rating System Manual. Circle Pines, MN: American Guidance Service, (pp. 1-70, 151-179).

Foster S., & Ritchey W. (1979). Issues in the assessment of social competence in children. JABA, 12, 625-638.

Sparrow, S., Balla, D., & Cicchetti, D. (1984). Interview Edition Survey Form Manual. In Vineland Adaptive Behavior Scales. Minnesota: American Guidance Service. (Chapter 1, pps 61-68, 77-82, 89, 94, 97, 99, 101-103, 197, 110-111).

— *Optional:*

Hops, H. & Greenwood, C.R. (1981). Social Skills deficits. In E.J. Mash & L.G. Terdal (Eds.). Behavioral assessment of childhood disorders. New York: Guilford.

Projective Tests/ Family Environment Measures

Required:

* Finch, J. & Belter, R. (1993). Projective techniques. In T. Ollendick & M. Hersen (Eds.) , Handbook of Child and Adolescent Assessment. Boston: Allyn & Bacon.

Bailey, D. & Simeonsson, R. (1985). Family Needs Survey.. Chapel Hill, NC: University of North Carolina.

Bailey, D. (1987). Collaborative goal setting with families: Resolving differences in values and priorities for services. Topics in Early Childhood Special Education., 7 (2), 59-71.

Dean, C. (1993). Strengthening Families: From deficit to empowerment. Journal of Emotional and Behavioral Problems , 2 (4), pp. 8-11.

Dunst, C.T. & Trivette, C. (1983). A guide to measures of social support and family behaviors. Chapel Hill, NC: TADS.

Dunst, C., Cooper, C., Weeldreyer, J., Snyder, K. & Chaste, J. (1988). Family Needs Scale.
Morganton, NC: Western Carolina Center.

Dunst, C., Jenkins, V. & Trivette, C. (1988). Family Support Scale in C.Dunst, C. Trivette & A. Deal. Enablingand empowering families: Principles and guidelines for practice. Cambridge, MA: Brookline Brooks.

Pecora, P., Fraser, M., Nelson, K., McCroskey, J. & Meezan, W. (1995). Assessing family functioning (Chapter 5), and Assessing parent functioning and social support (Chapter 7) in Evaluating Family-based Services. NY: Aldine de Gruyer.

Seligman, M. & Darling, L. (1989). Introduction and cocneptual framework: Social systems and family systems. Ordinary families: Special children: A systems approach to disability. Baltimore, MD: Paul Brookes.

Snyder, K., Chase, J., Cooper, C. Weeldreyer, J. & Dunst, C. (1987). An Observation Scale for Assessing Parent Empoerment (1987). Morganton, N: Western Caroline Center.

* Refers to readings in primary text

Note: Additional readings may be assigned prior to each class.

EDSP 386 Syllabus
Year 1 Practicum
Fall & Spring '96 - '97

Instructors: Ruth Hamilton (656-1131)
Julie Welkowitz (656-1130)
Linda Backus (656-4604)

Structure of Practicum:

1. Each practicum student will schedule two **half day meetings** with their practicum instructor at the beginning of the school year (i.e., September, October) at their school site. It is the student's responsibility to provide a **written agenda** and structure this time so that it meets their needs. For example, a student might want their instructor to meet with the school's administrator, other teachers who work with their target student, attend an individual student support team meeting, observe the student in class, interview the student's parents, meet and problem solve with them, etc. Additional site visits are available by request.

   Each practicum student will schedule a **half day meeting** with their practicum instructor at the end of the school year (by **May**) at their school site. It is the student's responsibility to provide a **written agenda**. The schedule should include a student support team meeting plus interviews with the family, regular or special education teacher, paraprofessional (if involved), student (optional), and school administrator.

4. Students will meet with their regional seminar group and practicum instructor **once a month for approximately two hours** (or the equivalent), following the regular school day. The location of this meeting will be determined based on input from the seminar group members and practicum instructor.

5. Students will make **four video** products of: a student support team meeting, classroom situation demonstrating student's needs or successes, group or individual instruction session with student, etc. to present at monthly seminar meetings Have your video plan approved first by your practicum instructor (video camera and tapes available through UAP or UVM). Students will sign up with their instructor for specific seminar meetings to present their video products.

6. Students will use materials and products from their practicum to meet portfolio requirements (see Portfolio handout).

Course Requirements:

1. Form an individual student support team, which includes the student's parent, for one student with EBD at their local school.
   Design and have parent sign consent form agreeing to participate.

   Seminar meeting (**September** _____, **1996**) 5 points ____

   Due by end of October 1996

   Structured site visit with practicum instructor 2 points ____
   Written agenda for site visit 4 points ____
   Seminar meeting (**October** _____, **1996**) 5 points ____

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Due by end of November 1996

Consent form	3 points ____
Form individual student planning team (Appendix 1-6, 8)	4 points ____
Summary of Services (Appendix 9-13))	3 points ____
Strengths and Goals (Appendix 14-16)	3 points ____
Concerns (Appendix 17-22)	3 points ____
Seminar meeting (**November _____, 1996)**	5 points ____

Due by end of December 1996

One set of Team Meeting Notes (Appendix 7)	4 points ____
Achenbach (use TRF, CBCL and YSR*)	8 points ____
Video (possible)*	4 points ____
Seminar meeting (**December _____, 1996)**	5 points ____
Video presentation (possible)*	5 points ____

* *Video sessions and presentations scheduled with instructor*

2. Complete a functional assessment for one student with emotional and behavioral disabilities (EBD) that is in a general education school placement. This information should be primarily collected by you through a review of the student's records and interviewing relevant school staff; however, also as an agenda item during individual student team meetings.

   As part of the functional assessment, complete 3 days of observations of student with EBD and document your observations. **One observation must be done with the Functional Observation Tool.**

Complete by end of January 1997

One set of Team Meeting Notes	3 points ____
Teaching Methods (Appendix 23)	3 points ____
Challenging Behavior (Appendix 24 27)	3 points ____
Summary of Functional Assessment Information (Appendix 28)	4 points ____
Observation 1 (Appendix 35)	2 points ____
Observation 2 (Functional Observation Tool)	8 points ____
Observation 3	2 points ____
Video*	4 points ____
Seminar meeting (January _____, 1997)	5 points ____
Video presentation*	5 points ____

3. In collaboration with the student's support team, develop the student's support plan.

Due by end of February 1997

One set of Team Meeting Notes	4 points ____
Prevention (Appendix 29,30)	8 points ____
Teaching (Appendix 31, 32)	8 points ____
Video *	4 points ____
Seminar meeting (February _____, 1997)	5 points ____
Video presentation*	5 points ____

4. Implement plan and design how to monitor

Due by end of March 1997

One set of Team Meeting Notes	4 points ____
Responding (Appendix 33,34)	8 points ____
Summary (Appendix 37)	8 points ____
Monitoring plan (Appendix 36)	4 points ____
Seminar meeting (March ____, 1997)	5 points ____
Video*	4 points ____
Video presentation*	5 points ____

5. Complete an Achenbach TRF, CBCL and YSR (if student is eleven years old or older).

Due by end of April 1997

One set of Team Meeting Notes	4 points ____
Administer TRF, CBCL and (YSR, if 11 years or older)	8 points ____
Video (possible)*	4 points ____
Seminar (April _____, 1997)	5 points ____
Video presentation (possible)*	5 points ____

6. A final site visit organized by the student will be attended by program faculty and others (optional: EDSP 386 students, other professionals, parents, etc.) identified by the student

Due by end of May1997

Video (possible)*	4 points ____
Seminar meeting (May _____, 1997)	5 points ____
Video presentation (possible)*	5 points ____
Site visit	2 points ____
Site visit agenda	2 points ____

7. *One grade (1/4 point for a 2 point assignment; 1/2 point for a 3 point assignment; 3/4 point for a 4 point assignment; 1 point for a 5 point assignment; 2 points for an 8 point assignment) will be automatically deducted for each month an assignment is over due.*

8. **Grade** **Total Points = _____**

A+	194 - 200 points	C	146 - 152
A	187 - 193	C-	140 - 145
A-	180 - 186	D+	133 - 139
B+	173 - 179	D	126 - 132
B	166 - 172	D-	120 - 125
B-	160 - 165	F	below 120
C+	153 - 159		

9. **Optional** A site visit by your program faculty as needed. A plan (**Agenda**) will be developed by you which specifies what the faculty

person will be doing and who will be involved (i.e., observations of student, observations of yourself, meetings with your administrator and/or other teachers, a meeting with you, a meeting with the parent of the child, etc.). It is helpful to have written questions for your faculty person to ask.

10. **References**

Bloom, L., & Bacon, E. (1995). Professional Portfolios: An Alternative Perspective on the Preparation of Teachers of Students with Behavioral Disorders, Behavioral Disorders, August, 290-300.

Hamilton, R., Welkowitz, J., Mandeville, S., Prue, J., & Fox, T. (1995). Prevention, Teaching,& Responding: A planning team process for supporting students with emotional and behavioral difficulties in regular education, University Affiliated Program of Vermont, Burlington: VT.

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EDSP 386 Syllabus
Year 2 Practicum
Fall & Spring '95 - '96

Instructors: Ruth Hamilton (656-1131)
Julie Welkowitz (656-1130)
Linda Backus (656-4604)

Structure of Practicum:

1. Each practicum student will schedule at least one **half day meeting** with their practicum instructor at their school site during September, October , or November. The purpose of this meeting is to review the project with the administration, relevant faculty, student's parents, etc, observe the student and the setting, answer questions and problem-solve possible practicum obstacles. The format of the site visit is flexible; some possibilities might include: attending a team meeting, observing the student in the classroom, interviewing individual team members, etc. You **must** provide your seminar instructor with a **written agenda** in advance of this site visit.

2. Each practicum student will schedule a **half day meeting** with their practicum instructor during **May** at their school site. It is the student's responsibility to provide a **written agenda**. The schedule should include a student support team meeting plus interviews with the family, regular or special education teacher, paraprofessional (if involved), student (optional), and school administrator.

2. Students will meet with their regional seminar group and practicum instructor **once a month for approximately two hours,** following the regular school day. The location of this meeting will be determined based on input from the seminar group members and practicum instructor.

3. Students will make **four video** products of: a student support team meeting, classroom situation demonstrating student's needs or successes, group or individual instruction session with student, etc. to present at monthly seminar meetings Have your video plan approved first by your practicum instructor (video camera and tapes available through UAP or UVM).

4. Students will use materials and products from their practicum to meet portfolio requirements (see Portfolio handout).

Course Requirements:

1. Form an individual student support team, which includes the student's parent, for one student with EBD at their local school.

Design and have parent sign consent form agreeing to participate.

Due September 1995

Seminar	2 points_____

Due October 1995

Seminar	2 points_____
Structured site visit at school	2 points_____
Agenda for site visit	2 points_____

Due November 15, 1995

Consent form	3 points_____
Form individual student planning team (Appendix 1-6, 8)	3 points_____
One set of Team Meeting Notes (Appendix 7)	4 points_____
Seminar	2 points_____
Structured site visit at school	2 points_____
Agenda for site visit	2 points_____
Video presentation regarding initial planning process (e.g., video tape of team meeting or participants impressions of meetings)*	

*Other options: audio-taped team planning meeting
written interviews with participants regarding their feelings/ concerns regarding meeting

2. Complete a functional assessment for one student with emotional and behavioral disabilities (EBD) that is in a general education school placement. As part of this, please complete an Achenbach TRF and CBCL (and YSR* if student is eleven or older).

Complete by December 15, 1995

One set of Team Meeting Notes	4 points_____
Summary of Services (Appendix 9-13))	3 points_____
Strengths and Goals (Appendix 14-16)	3 points_____
Needs/Concerns (Appendix A17-22)	3points_____
Teaching Methods (Appendix 23)	3 points_____
Challenging Behavior (Appendix 24 27)	3points_____
Summary of Functional Assessment Information (Appendix 28)	3 points_____
Seminar	2 points_____
Video presentation of functional assessment process* (i.e. , video of team meeting, student observation, etc)	

*Other options to video: audio-taped team planning meeting
written interviews with participants regarding their feelings/ concerns regarding functional assessment process

* Other options to worksheets: if this information has already been collected, can write a summary update of the student's current progress and needs

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3. Complete 3 observations of student with EBD (at least one with Functional Observation Form across a full day); document observations.

Complete by January 30, 1996

One set of Team Meeting Notes	4 points_____
Observation 1 (Appendix 35)	4 points_____
Observation 2	4 points_____
Observation 3 (with FOF)	7 points_____
Seminar	2 points_____
Video presentation of student observation	

Other option to video: detailed written description of your observation of the student during a specified time period

4. In collaboration with the student's support team, develop the student's support plan.

Complete by end of February 1996

One set of Team Meeting Notes	4 points_____
Prevention (Appendix 29,30)	4 points_____
Teaching (Appendix 31, 32)	4 points_____
Responding (Appendix 33,34)	4 points_____
Summary of Plan & Monitoring Plan	4 points_____
Seminar	2 points_____

Video presentation of student engaged in some aspect of the plan or interview with student, teachers, family members regarding their feelings about the plan

Other options to video: presentation to seminar group of the plan and its implementation

*Other options to worksheets:
-written description the student's comprehensive plan (make sure that there are prevention, teaching and responding components) and how well it worked to accoplish goals
-products relating to plan (e.g., specific curriculum,

5. In collaboration with the student's support team, develop, implement and monitor an affective curriculum (i.e., anger control, impulse control, social skills training, stress management, self management, etc.).

Due by end of March 1996

One set of Team Meeting Notes	4points_____
Choose student and affective program	2 points_____
Develop program	15 points_____
Implement program	10 points_____
Monitor program	5 points_____
Seminar	2 points_____

Video presentation of student engaged in affective program or his or her perspectives on the program*

*Other options to video: audio-taped or written interview with student or family regarding the program

6. Complete an Achenbach TRF, CBCL and YSR (if student is eleven years old or older).

Due by end of April 1996

One set of Team Meeting Notes (Appendix 7)	4 points_____
Administer TRF, CBCL and (YSR, if 11 years or older)	8 points_____
Seminar meeting	2 points_____
Video presentation (possible)*	5 points_____

7. Complete **three** end of year observations (at least one with Functional Observation Form across one full day) and structured site visit.

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Due by end of May 1996

One set of Team Meeting Notes (Appendix 7)	4 points_____
Observation 1 (Appendix 35)	4 points_____
Observation 2	4 points_____
Observation 3 (with FOF)	7 points_____
Seminar	2 points_____
Structured site visit at school	2 points_____
Agenda for site visit	2 points_____
Video presentation (possible)*	5 points_____

* *Video sessions and presentations scheduled with instructor*

8. **Optional** A site visit by your program faculty as needed. A plan (**Agenda**) will be developed by you which specifies what the faculty person will be doing and who will be involved (i.e., observations of student, observations of yourself, meetings with your administrator and/ or other teachers, a meeting with you, a meeting with the parent of the child, etc.). It is helpful to have written questions for your faculty person to ask.

9. **Grade:**

A+ = 195-200 points
A = 187-194 points
A- = 181-186 points
B+ = 175-180 points
B = 167-174 points
B- = 161-166 points
C+ = 155-160 points
C = 147-154 points
C- = 141-146 points
D+ = 135-140 points
D = 127-134 points
D- = 121-126 points
F = 120 or less points

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APPENDIX C

Course Evaluation Forms

INSTRUCTOR EVALUATION FORM

Department: _____ Instructor: _____ Course: _____

Directions to Students: On each line circle the number which seems to you the most appropriate for the instructor you are rating. The highest possible rating for an item is 5, the lowest is 1, with 3 gradations between. To aid you in making your marking, note the three descriptions for each item, one at the left for the best rating, one at the right for the poorest rating, and one in the middle for the average rating.
DO NOT SIGN YOUR NAME. PLEASE RATE EACH ITEM HONESTLY.

1. **Objectives Clarified by Instructor**

5	4	3	2	1
Objectives clearly defined		Objectives somewhat vague or indefinite		Objectives very vague or given no attention

2. **Organization of Course**

5	4	3	2	1
Course exceptionally well organized; subject matter agreement with course objectives		Course satisfactorily organized; subject matter fairly well united to objectives		Organization very poor; subject matter frequently unrelated to objectives

3. **Knowledge of Subject**

5	4	3	2	1
Is well informed; shows wide background		Background seems limited		Does not know material

4. **Interest in Subject**

5	4	3	2	1
Alert, interested, radiates natural enthusiasm		Mildly interested		Subject seems to bore him

5. **Assignments**

5	4	3	2	1
Clear, reasonable, coordinated with class work		Occasionally indefinite and unrelated to class work		Confused, often made late, with no relation to the work of the course

6. **Ability to Arouse Interest**

5	4	3	2	1
Interest among students usually runs high		Students seem only mildly interested		Majority of students inattentive most of the time

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7. **Skill in Guiding the Learning Process**

5	4	3	2	1
Gives the student opportunity to think and learn independently, critically, and creatively		Gives student some opportunity to develop his academic resources on his own initiative		Little or no attention to student ideas; ignores or discourages original and independent effort

8. **Presentation of Subject**

5	4	3	2	1
Understandable, interesting and effective		Fairly understandable and interesting		Is vague, involved and monotonous

9. **Fairness in Grading**

5	4	3	2	1
Fair and impartial; grades based on several evidences of achievement		Partial at times, grades based on a few evidences of achievement		Frequently shows partiality, grades based very limited evidences of achievement

10. **Willingness to Help**

5	4	3	2	1
Instructor will to help students		Instructor usually willing to help students		Instructor unwilling to help students

11. **Attitude Toward Students**

5	4	3	2	1
Shows a positive interest and ready friendliness toward the students		Usually courteous, friendly and agreeable		Frequently disagreeable and overbearing

12. **Personal Attention to Student Product**

5	4	3	2	1
Gives close personal attention to and recognition of students' product: examination, term paper, theme, notebook		Reads students' papers but does not comment generously or helpfully		Invariably pushes reading and judgments off onto reader or assistant; reads students' work superficially

13. **General Estimate of the Teacher**

5	4	3	2	1
Very superior teacher		Average teacher		Very poor teacher

14. **General Estimate of the Course**

5	4	3	2	1
One of the most interesting, informative, useful, personally helpful courses		About average in interest, usefulness, etc.		One of the least interesting, informative, useful, personally helpful courses

OPEN ENDED QUESTIONS

1. What to you were the most beneficial aspects of this course?

2. What aspects of the course do you feel should be improved upon or deleted? Please indicate reason for improvement or deletion.

3. Do you feel that additional activities should be added to the course? If so, please indicate these activities.

4. Would you recommend this course to other students? Why?

COURSE EVALUATION

EDSP 310 - CURRICULUM AND TECHNOLOGY IN SPECIAL EDUCATION: EMOTION AND BEHAVIORAL DISABILITIES

	Overall Usefulness	Relevance of Readings	Use/knowledge Gained	Need for Further Training
Behavioral Disorders	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Individual and Ecological Assessments	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Individual Education Plans	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Prosocial Skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Discipline Models	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

COURSE OUTPUTS AND ACTIVITIES	USEFULNESS	AMOUNT OF KNOWLEDGE LEARNED
Curriculum/Assessment Review	1 2 3 4 5	1 2 3 4 5
Individual Education Plan Review	1 2 3 4 5	1 2 3 4 5
Development and Plan for Prosocial Skill Training	1 2 3 4 5	1 2 3 4 5
Transition Planning	1 2 3 4 5	1 2 3 4 5

EVALUATION OF PRACTICUM SUPERVISION AND OVERALL INTERNSHIP EVALUATION

Name: (Optional) _____ **Date:** _____

PLEASE RATE YOUR PRACTICUM SUPERVISOR ON EACH OF THE ITEMS BELOW USING THE FOLLOWING SCALE:

1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	DNA Does Not Apply

1. Advisor's availability

   1 2 3 4 5 DNA

2. Quality of advisor's recommendations and ability to refer you to others for appropriate advice.

   1 2 3 4 5 DNA

3. Advisor's overall professional behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.)

   1 2 3 4 5 DNA

4. Quality of advisor's rapport with you (e.g., friendly, honest, courteous).

   1 2 3 4 5 DNA

5. Instructor's willingness to listen to your concerns and opinions.

   1 2 3 4 5 DNA

6. Quality of advisor's ability to encourage (inspire) you to continue your professional development.

   1 2 3 4 5 DNA

7. Quality of instructor's consultation on individual programs.

   1 2 3 4 5 DNA

8. Quality of instructor's knowledge of curriculum.

1 2 3 4 5 DNA

9. Quality of instructor's knowledge and application of behavior analysis.

1 2 3 4 5 DNA

ADDITIONAL COMMENTS:

OVERALL INTERNSHIP EVALUATION

1. Quality of internship in regard to providing **essential experiences.**

1 2 3 4 5 N/A
Poor Excellent

2. Quality of internship program in regard to **meeting the needs of the intern.**

1 2 3 4 5 N/A
Poor Excellent

3. **Overall impression** of the internship experience.

1 2 3 4 5 N/A
Poor Excellent

ADDITIONAL COMMENTS:

APPENDIX D

Activities and Timelines for Accomplishing
M.Ed. Program Objectives

Activities, and Timelines for Accomplishing M.Ed. Program Objectives

TASK	DATE INITIATED	DATE COMPLETED	RESPONSIBLE FACULTY
Pre-grant Activities			
Verify Participation of Program Advisory Council Members (1)	5/93	6/93	Fox
Disseminate information about the concentration to all Vermont superintendencies	5/93	5/93	Fox
Disseminate recruitment materials to all Vermont public schools	5/93	5/93	Fox
Year 1 - July 1, 1993 - June 30, 1994			
Continue 1st year recruitment activities until students are selected	7/93	8/93	Fox, Williams
Visit practicum sites and meet with school administrators to assure commitment to educate students with emotional and behavioral disabilities	7/93	8/93	Fox, Williams, Broer Hamilton,
Select students for concentration	7/93	8/93	Selection Committee
Conduct assessment of student's strengths and weaknesses	8/93	9/93	Program Faculty
Offer EDSP 200	8/93	8/93	Broer/Fox
Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation plans	9/93	9/93	Fox
Offer EDSP 310, 313	9/93	12/93	Program Faculty
Prepare and approve students' Practicum Contracts	10/93	12/93	Program Faculty
Prepare continuation proposal	10/93	11/93	Fox, Faculty
Conduct site visit to each graduate	1/94	5/94	Program

student's participating school and practicum site			Faculty Site Team
Offer EDSP 322& 386	1/94	6/94	Program Faculty
Evaluate 1st semester courses	1/94	2/94	Fox & Program Faculty
Disseminate program information to all Vermont superintendencies	1/94	1/94	Fox, Williams
Conduct Advisory Council Meeting to review program activities, timelines, recruitment and initial evaluation data	2/94	2/94	Fox
Disseminate recruitment materials to all Vermont public schools	2/94	2/94	Fox, Williams
Revise Fall semester courses based upon student and Advisory Council recommendations	3/94	6/94	Program Faculty
Recruit practicum sites for second year of program	4/94	6/94	Program Faculty
Evaluate 2nd semester courses	5/94	6/94	Program Faculty
Continue recruitment activities until students are selected	4/94	6/94	Fox, Williams
Select students for concentration	5/94	6/94	Selection Committee

Year 2 - July 1, 1994 - June 30, 1995

Visit practicum sites and meet with school administrators to assure commitment to educate students with emotional and behavioral disabilities	7/94	8/94	Fox, Williams, Broer Hamilton,
Conduct assessment of student's strengths and weaknesses	8/94	9/94	Program Faculty
Offer EDSP 200	8/94	8/94	Broer, Fox

Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation data	9/94	9/94	Fox
Offer EDSP 310, 313, 311 &386	9/94	12/94	Program, Faculty
Prepare and approve students' Practicum Contracts	10/94	12/94	Program Faculty
Prepare continuation proposal	10/94	11/94	Fox
Evaluate 1st semester courses	12/94	2/95	Fox & Program Faculty
Conduct site visit to each graduate student's participating school and practicum site	1/95	5/95	Program Faculty Site Team
Offer EDSP 322 & 386	1/94	6/94	Program Faculty
Disseminate Program Williams information to all Vermont superintendencies	1/95	1/95	Fox,
Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation data	2/95	2/95	Fox
Disseminate recruitment materials Williams to all Vermont public schools	2/95	2/95	Fox,
Revise Fall semester courses based upon student and Advisory Council recommendations	3/95	6/95	Program Faculty
Recruit practicum sites for third year of program	4/95	6/95	Program Faculty
Evaluate 2nd semester courses	5/95	6/95	Program Faculty
Continue recruitment activities until students are selected	4/95	6/95	Fox, Williams
Select students for concentration	5/95	6/95	Selection Committee

Year 3 - July 1, 1995 - June 30, 1996

Visit practicum sites and meet with school administrators to assure Faculty commitment to educate students with emotional and behavioral disabilities	7/95	8/95	Fox, Program
Conduct assessment of student's strengths and weaknesses	8/95	9/95	Program Faculty
Offer EDSP 200	8/95	8/95	Broer, Fox
Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation data	9/95	9/95	Fox
Offer EDSP 310, 313, 311 & 386	9/95	12/95	Program, Faculty
Prepare and approve students' Practicum Contracts	10/95	12/95	Program Faculty
Prepare continuation proposal	10/95	11/95	Fox, Williams
Evaluate 1st semester courses	12/95	2/95	Fox & Program Faculty
Conduct site visit to each graduate student's participating school and practicum site	1/96	5/96	Program Faculty Site Team
Offer EDSP 322 & 386	1/96	6/96	Program Faculty
Disseminate Program information to all Vermont superintendencies	1/96	1/96	Fox, Williams

Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation data	2/96	2/96	Fox
Disseminate recruitment materials to all Vermont public schools	2/96	2/96	Fox, Williams
Revise Fall semester courses based upon student and Advisory Council recommendations	3/96	6/96	Program Faculty
Recruit practicum sites for fourth year of program	4/96	6/96	Program Faculty
Evaluate 2nd semester courses	5/96	6/96	Program Faculty
Continue recruitment activities until students are selected	4/96	6/96	Fox, Williams
Select students for concentration	5/96	6/96	Selection Committee

Year 4 - July 1, 1996 - June 30, 1997

Visit practicum sites and meet with school administrators to assure commitment to educate students with emotional and behavioral disabilities	7/96	8/96	Fox, Williams Broer Hamilton,
Conduct assessment of student's strengths and weaknesses	9/96	9/96	Program Faculty
Offer EDSP 200	8/96	8/96	Broer, Fox
Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation data	9/96	9/96	Fox
Offer EDSP 310, 313, 311 & 386	9/96	12/96	Program, Faculty
Prepare and approve students' Practicum Contracts	10/96	12/96	Program Faculty
Prepare new four year proposal	10/96	11/96	Fox, Williams
Evaluate 1st semester courses	12/96	2/96	Fox & Program Faculty

Conduct site visit to each graduate student's participating school and practicum site	1/97	5/97	Program Faculty Site Team
Offer EDSP 322 & 386	1/97	6/97	Program Faculty
Disseminate concentration information to all Vermont superintendencies	1/97	1/97	Fox, Williams
Conduct Advisory Council Meeting to review program activities, timelines, recruitment and evaluation data	2/97	2/97	Fox
Disseminate recruitment materials to all Vermont public schools	2/97	2/97	Fox, Williams
Revise Fall semester courses based upon student and Advisory Council recommendations	3/97	6/97	Program Faculty
Recruit practicum sites for new program cycle	4/97	6/97	Program Faculty
Evaluate 2nd semester courses	5/97	6/97	Program Faculty
Continue recruitment activities until students are selected	4/97	6/97	Fox, Williams
Select students for concentration	5/97	6/97	Selection Committee
Prepare final grant report	6/97	6/97	Fox, Williams